
The AMERICAN SHORTHAND TEACHER

*A Magazine for Teachers of Shorthand and
Other Commercial Subjects*

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My Experience in Teaching Gregg Shorthand

An Address Before the Canadian Gregg Regional Conference

By A. S. H. Hankinson

Commercial High School, Montreal, Quebec, Canada

I CONSIDER it a great privilege to be invited to come here from Montreal to tell you something about my experiences in teaching Gregg Shorthand. Perhaps it would be as well if I explain at the outset that before I came to Canada I was a writer and teacher of Pitman's Shorthand in England, having taken the teachers' examinations of the Pitman firm and also of the Incorporated Society of Shorthand Teachers (now a section of the Faculty of Teachers in Commerce). In those days, in England, shorthand and Pitman were synonymous terms, and even when I came to Canada in 1912 it was still with the idea that Pitman's Shorthand was the only shorthand.

I Stop, Look, and Listen

The following year I made my first acquaintance with Gregg Shorthand. It came about in this way. It happened that Mr. Gregg

visited my old branch of the Incorporated Society of Shorthand Teachers in Liverpool and explained his system to the members of that branch. The report of that meeting so interested me that I "stopped, looked, and listened." I *stopped* thinking that Pitman was the only system of shorthand; I *looked* into Gregg; and as I *listened* to the old familiar sounds but saw how much more easily they were represented in the new-found system, I was lost in wonder at the simplicity and yet marvellous ingenuity of it. Teachers and writers who are familiar only with Gregg Shorthand can have no conception of what the older systems are like, with their shading, their disjoined vowel scheme, positional writing, duplicate, triplicate, and quadruplicate forms for the same sound, etc. It was a revelation to me, as I suppose it is to every former Pitman writer and teacher, to be introduced to a system like Gregg Shorthand, and to find all these things conspicuous by their absence.

I became so convinced that I had discovered a good thing that, like the Apostle of old, I could not keep it to myself, but must needs seek a way of teaching it to others; and as there were no schools in Montreal then teaching Gregg, I decided to start one.

Becoming An Active Greggite

I opened a small private school, and taught Gregg Shorthand there for one year. The next year, however, I was offered a position in the Commercial High School, where Pitman's system was taught. As a school of that type offered greater spheres for usefulness than a small private school, I accepted the position with the idea at the back of my head that perhaps I might be able to persuade the authorities later on to let me try Gregg. As a matter of fact, that is just what happened.

The Commercial High School is a public school under the control of the Protestant Board of School Commissioners, one of the two public school boards operating in the city of Montreal. Prior to 1922 the commercial students occupied the building along with two or three hundred technical students, but since that date the commercial students have had sole possession of the building. Of recent years the enrollment has grown so rapidly that we now number between twelve hundred and thirteen hundred students.

The course followed at this school is the usual four-year high school course, combined with a commercial course. Our students sit for the Provincial high school leaving examination in the regular high school subjects, such as mathematics, science, history, English, and French. In addition to that work, they are taught shorthand, typewriting, bookkeeping, business methods, filing, some commercial law, etc.

Early Work at Commercial High

As I have said, when I joined the school we taught Pitman's Shorthand. We followed the old method of teaching, *i.e.*, explanation of the rules followed by the translating from printed longhand words into shorthand, and from printed shorthand into longhand. There was some reading of shorthand stories, but there was no dictation or transcription of the students' own notes until they were promoted from the theory class into the speed class. That was at the beginning of the final year. But even then, after all the principles of the system were supposed to have been learned by the student, there was still a great deal more to do. There were all the reporting grammalogues and contractions to be memorized. The pupils had to learn how to recognize the word from its position, and, from the

use of the various alternatives, to indicate the presence or absence of the vowel without actually putting the vowel in.

It is no wonder that as I taught Pitman's Shorthand during those first few years at the Commercial High School I often experienced some "qualms," for while I knew the pupils would have a good system when they had thoroughly mastered all its intricacies, yet it was disconcerting when teaching, say, the three ways of representing the sound of "tion," covering eight pages in the "Instructor," to remember that in the Gregg system the method for representing this sound is explained in one line, with four examples. So it was with all the other alternatives in the Pitman system. I could never forget that in the Gregg system the same thing was done so much more easily.

Introducing Gregg Shorthand

And knowing this, it is no wonder that I took every opportunity to point these things out to my principal, who, being a broad-minded man, was sympathetic, and in the end, backed up by my principal, and after a great deal of spade work, we were successful in getting the education authorities to agree to the change from Pitman to Gregg. We did not have an experimental class or anything of that sort, but it was decided that beginning September, 1918, all beginners would be taught Gregg. Of course we had to finish in Pitman those who had started one and two years before, and so for another two years we were teaching both systems. I would go from a beginners' class in Gregg to an advanced or intermediate class in Pitman. But by 1920 all pupils were writing Gregg Shorthand, and we have continued ever since.

Results Immediately Gratifying

The first result of the change was that our speed work jumped up from approximately 90 words a minute to 120 words a minute. That in itself was very gratifying. Another very interesting thing was the way in which our graduates were received in the business offices of the city. A big firm of lawyers began to take our graduates and continues to do so. Other firms do the same.

The superintendent of the School Board took two of our first graduates in Gregg Shorthand, and if he had had any doubts as to the wisdom of changing the system of shorthand, they were completely set at rest when he got those two girls. He told me that he had never in all his life seen stenographers write from his dictation with such ease nor turn out such accurate transcripts as those two young girls from our school. What impressed him most was that both in their shorthand and type-

writing everything was done without apparent effort. It was not a mad struggle "to get the whole dictation down"—these young writers just wrote naturally, neatly, and legibly. Since then the superintendent has taken one or two of our graduates each year, until now the Board's office is almost completely staffed with graduates of the Commercial High School, and every letter and circular emanating from that office is done through the instrumentality of Gregg Shorthand.

Improving Our Teaching Methods

In our teaching of Gregg Shorthand, however, we made one very bad blunder. We tried to teach Gregg Shorthand in a Pitmanic way, and for several years we did not get the best results that are possible with the system. In fact, I am convinced that even now, after twelve years of experience with Gregg Shorthand, we have not reached the maximum as regards what it will do for our students, both for those who remain for the whole course and those who leave before finishing the full four years' work. We had been so influenced by the old methods of teaching shorthand that we naturally adopted the same method with Gregg. I refer, of course, to the old method of taking each lesson from a strictly theoretical standpoint and working right through to the end of the theory without doing any dictation and transcribing. We gave wonderful theory examinations! They were almost as bad as the old geometry examinations where one had to give chapter and verse as authority for everything one did.

But gradually it dawned upon us that shorthand was not an end in itself, but only a means to an end. It was a bridge, a connecting link; and to write shorthand just for the sake of writing shorthand is just as foolish as it would be for an engineer to build a bridge just for the sake of building it, without bothering whether or not it reached the other side of the river. The other side of the shorthand bridge is the written transcript, and if that transcript is not kept in view right from the first lesson, our shorthand teaching will not be so effective as it should be. The young student must learn from actually making written transcripts of the pitfalls for the unwary, for no matter how fool-proof a system may be, no matter how perfect a system may be, there is always the human element to be taken into account.

Progress in Transcription

Every shorthand teacher knows the sublime confidence that each student has in his ability to read his notes, until he is brought up with a rude jerk when his transcript is returned

to him full of mistakes and omissions. The average student never thinks it necessary even to glance at his notes while another student is reading back; in fact, the whole class will, if allowed to do so, take a holiday between writing periods.

There is only one medicine I know for that disease, and that is written transcripts from a very early stage of the shorthand course. Written transcripts, and later on typewritten transcripts, serve to show the student that the important thing after all is not the shorthand notes, but rather the finished transcript.

Of course it was formerly considered unreasonable to expect a beginner to take shorthand from dictation and to transcribe it afterwards, and for many years I held that view. It was firmly implanted in my mentality that there was a psychological moment when dictation was to begin, and that moment was after the theory had been thoroughly learned and the student was ready to enter the speed class.

Transcription Along With Theory

But, as it so often happens, it was a pupil that showed me my mistake. I had been telling a theory class, a class just finishing the Manual, about the speed work that we did in the final year, how we received a monthly test from the Gregg Publishing Company and that certificates were given for 60, 80, and 100 words a minute, when to my surprise and, it must be confessed, inward amusement, a boy asked if he might be allowed to try the next month's test at 60 words a minute. I am glad I had sense enough to do what I did. I told him that by all means he might try. Well, he did try, and turned out a transcript that was practically perfect. He got his certificate for 60 words a minute before he left the so-called theory class.

I owe a debt of gratitude to that boy (he is in McGill University now, and I believe graduates this year).

Another thing that influenced me was the fact that pupils who had had no dictation practice to speak of, and were just through the Manual, could get certificates for 60 words a minute after one month in the speed class. I therefore reasoned that if they could do that without any dictation in the theory class, they could do it *while still in the theory class* if we gave the dictation along with the theory. I determined to try it. So the next term I started in to give dictation, and when the class finished the Manual more than half the class had certificates for 60 words a minute. Not only so, but their standing in the theory examination at the end of their year was higher than another class which had had no dictation at all, so that far from interfering with their theoretical knowledge, the dictation practice had ac-

tually impressed the theory more firmly upon their minds. *Dictation and transcription practice had clinched the theory.*

Dictation from the Start

I tried to get the other shorthand teachers interested in what I was doing, but for a long time my voice was as one crying in the wilderness. One teacher actually went so far as to say that if I persisted in teaching speed work in a theory class she would take the matter up with the Board, because it made her pupils dissatisfied when they were not allowed to try for these speed certificates!

But opposition was finally worn down, and today dictation is given practically from the start, and written transcripts are demanded from a very early stage in the work, as early as the fifth lesson in the old Manual.

Classes of course vary, and one cannot expect exactly the same results year in and year out, but when I have been invited by some of the teachers of junior classes to visit their classes and give some dictation, I would dictate new matter at 60, 70, and 80 words a minute to classes not half way through the Manual, and the pupils would get it down and read it back like print. All the letters in the "Speed Studies" are dictated at 60 to 80 words a minute as each lesson is done.

There are, I think, two reasons why this sort of thing can be done during the learning process, (1) The Naturalness of the fundamental principles of the system, and (2) the fact that the principles of Gregg Shorthand are arranged in such a way that the most common words of the language are covered by the early lessons, and as the student progresses through the course he is gradually brought face to face with the longer and more unusual words.

Naturalness of Gregg Principles

I should like to discuss these two points at greater length. First, the naturalness of the fundamental principles of the system: Since the characters in Gregg Shorthand are based on ordinary longhand letters, the student uses exactly the same movements with which his hand has been accustomed in writing from early childhood. They are second nature to him. Not only does the writing have the familiar longhand slope, but also it is written along the line, with no positional writing as that term is understood in other systems. Then there is no compulsory thickening of strokes, but just the natural thickening or not as each individual writer prefers.

The joining of the vowels to the consonants in their proper order just as they are heard is another thing which contributes to ease of

learning, writing, and reading Gregg Shorthand. The student is therefore not required to do something which violates his logical sense, or sense of order.

Finally, the student is not confused by having to select from two, three, or four ways of representing the same thing. He has only one way of representing each sound, and this is good psychology, for it is an axiom that the more ways there are of doing a thing, the greater likelihood there is of error; conversely, the fewer ways there are, the less likelihood there is for error. The fundamental principles of the system are such that the student can hardly help but write at a good pace right from the start.

There is just one factor that might spoil things, and that is the TEACHER. If the teacher insists on his or her pupils *drawing* the characters carefully and slowly, that teacher is a real hindrance rather than a help. It does not require any speed practice to write Gregg Shorthand at 60 or 80 words a minute. All that is needed is that the principles shall be so well known that there is no mental hesitation, and then the mere writing of the shorthand characters at this pace is just the normal thing.

Basic Vocabulary Included in Early Lessons

I pass on to the second reason why Gregg Shorthand can be written by learners at 60 to 80 words a minute as they progress through the book; namely, the fact that the basic vocabulary, or the words that the writer will be called upon to write most frequently, are covered in the early lessons. When compiling some word-building exercises some years ago, I discovered that 39 per cent of the thousand commonest words of the English language were included in the first five lessons of the Manual (I refer to the old Canadian Manual, the one based on the English edition). Another 49 per cent are to be found in Lessons 6 to 12, so that no less than 88 per cent of the basic vocabulary is covered in the first twelve lessons of the old Manual. In the Anniversary Edition of the Manual which has just been published, the student is able to write these common words even sooner than when learning from the old Manual. I am convinced that this has a tremendous bearing upon the ease with which beginners write.

Our Four-Year Course of Study

This question of combining dictation and transcription with the theory lessons has a vital bearing upon that vexed problem as to what is best for those students who do not remain in the high school until the end of the

(Continued on page 343)

SCHOOL NEWS & PERSONAL NOTES

From the Editor's Mail Bag

A GREGG Scholarship was recently established in Teachers College, Columbia University, for the purpose of constructing a battery of objective tests in Gregg Shorthand. Miss Ethel A. Rollinson was awarded the scholarship and has undertaken this most valuable piece of educational research under the direction of Professor Harry D. Kitson, Dr. Percival M. Symonds, and other members of the faculty of Teachers College.

Miss Rollinson is already well known in the commercial teaching profession, both because of the excellence of her shorthand teaching at Columbia, where she is an instructor during the regular session, and as the author of the Rollinson Diagnostic Shorthand Tests which many of our readers use.

Miss Rollinson has undertaken a difficult task, and one that will require considerable time to complete. When the tests are finished, however, they will be authoritative and dependable.

We feel sure that Miss Rollinson may count on the hearty coöperation of all Gregg Shorthand teachers in the necessary experimentation through which these new tests must go before they are issued in final form.

CONVENTION news may not properly come under this heading, but with no details of the program at hand, we want, nevertheless, to make mention of the Memphis meeting last fall of the Southern Accredited Association of Business Colleges. Mr. Robert



Ethel A. Rollinson

Awarded new Gregg Scholarship at Teachers College, Columbia University

W. Alverson, president of the Alverson Business College, Birmingham, Alabama, was elected president again, and Mr. W. H. Haddock, president of Haddock's Florida Business University, at Jacksonville, was reelected as secretary-treasurer. They are already busy at work on plans for the next meeting, and Mr. Haddock has asked us to announce the dates—November 28 and 29, 1930, at Atlanta, Georgia.

THE New York City Gregg Shorthand Teachers' Association has also reported the names of its new officers: President, John L. Fiedler, of Bushwick High School, Brooklyn. Vice-Presidents, Marie Marik, Haaren High School, Manhattan; Frank D. March, Drake Business College, Bronx; and Florence Ordway, East Orange High School, East Orange, New Jersey. Secretary-treasurer, A. A. Bowle, 20 West 47 Street, New York, N. Y.

PUBLICITY pays the school man no less well than the man in business if he but takes as good advantage of his opportunities to keep his school in the public eye as does Mr. S. J. Shook, business manager of Strickler's Topeka Business College. The arrival of 150 new Remingtons for the opening session last fall was the occasion for a most effective full-page advertisement showing the big load on the way to the school, and the typing room with the new machines installed. Not only

display advertising, but frequent news items in the Topeka dailies keep the public informed of the progress of this flourishing school. A recent clipping tells of two more students being appointed to the Civil Service in Washington, D. C., and of special summer classes for high school commerce pupils and teachers.

NOT long ago an announcement reached us of the change in name of the Perry Secretarial School to Bristol Secretarial School. Miss Mary A. O'Neill, proprietor of this business college at Bristol, Connecticut, has changed the school name in appreciation of the support given her by the people of her city in making the school a success. Miss O'Neill has owned and conducted Perry Secretarial School since May 21, 1927.

THE LeMaster Institute removed from its quarters at 508 First Avenue on March 5 to its new building at 604 First Avenue, Asbury Park, New Jersey. The new building

is particularly adapted to school purposes, and will be one of the finest in this section of the country. Dr. Walter P. Steinhäuser has been president of this school since 1926, and he has expanded the scope of its curriculum and the size of its faculty as well as the school quarters!

One of the last to join the faculty was Mr. G. T. Wiswell. Since last fall he has been teaching in the School of Business Administration of this Institute—the "School with a Home Atmosphere," as it is Dr. Steinhäuser's aim to make it.

THE Lincoln School of Commerce, Lincoln, Nebraska, maintains a definite contact with its graduates. Important among its activities is an Alumni Association which meets periodically for the discussion of matters of mutual interest. The association believes strongly in the principle that it is not only necessary to keep friendships in repair but to have renewed contact with the school which gave its members inspiration and training for business careers.

The officers of the school are: *president*, Mr. W. A. Robbins; *treasurer*, Miss Gertrude Beers; *secretary*, Mrs. Jessie M. Robbins.

Western Pennsylvania Teachers Meet

THE Commercial Education Association of Western Pennsylvania met on Saturday, April 5, 1930, at the Frick Training School, Pittsburgh. The morning was devoted to a program of class demonstrations—

In bookkeeping, by Mr. C. M. Yoder, Director of Commercial Education, State Teachers' College, Whitewater, Wisconsin; in shorthand and typewriting, by Mr. Harold H. Smith, Gregg Publishing Company, New York; and in junior business training, by Miss Juvenilia Caseman, of the Hutchinson Central High School, Buffalo, N. Y.

Mr. Yoder carried a class through the basic financial equation into an application to accounts, on through the working sheet, ledger accounts, and finally, in simplified form, to the development of trial balance, adjustments, balance sheet and profit and loss statement.

Mr. Smith taught a group of students from South Hills High School a typical lesson on the introduction of the *oo*-hook in the Anniversary Gregg Shorthand Manual, stressing the development of writing and reading skill.

Miss Caseman's demonstration lesson on "Travel" was a splendid example of a properly conducted recitation, replete with desirable student responses and real learning.

Mr. Smith, aided by a class from Schenley High School, closed the program with a fifteen-minute typewriting demonstration of how to teach pupils proper practice methods for the mastery of correct stroking and word- or combination-movements.

Over six hundred educators, including a number of school officials and teachers from all types of commercial schools attended.

The president, Miss Edith M. Winchester, of Carnegie Institute of Technology, is to be complimented for planning and executing such a helpful program.

Following the events of the morning, the local arrangements committee under the chairmanship of Mr. A. E. Cole, of Langley High School, provided a fine luncheon and entertainment at the Webster Hall Hotel, with Mr. P. S. Spangler, of Duff's-Iron City-Curry College, as toastmaster.

We congratulate the Pittsburgh District upon its splendid professional spirit, which was remarked by several luncheon speakers, among them Superintendent of Schools Wm. M. Davidson, of Pittsburgh, and Mr. J. O. Malott, of the U. S. Bureau of Education, Washington, D. C.

Other recent reports appear on page 344.

What is Truly Educational?

By Theodore Fulton

Principal, Jefferson High School, Los Angeles, California

Reprinted from the "Los Angeles School Journal"

OUR high school has taken over the direction of many things which a few years ago were entirely outside of the field of school activities. We direct study, control play, train for citizenship, enforce discipline, and guide the morals of our boys and girls. We give to men and women of mature age opportunities for development of mind and body. We make of our school a community center from which radiate many lines of influence. When we speak in terms of hour-contacts, we find that during less than one-fifth of the pupil's available time we give more than four-fifths of all his directed training. On this basis, I wish to lay down a thesis for the consideration of our Junior and Senior High Schools.

To be truly educational, all school activities must have for their major purpose the development of boys and girls.

For convenience, our high school educational material is arranged in certain more or less clearly defined blocks called courses of study. If these are worthy of their names they are so arranged as to offer to each pupil a particular content which will stimulate his interest while giving him specific training. These courses will be found to lie on either side of a line. If I may use the terms of the athletic field to illustrate, likening the courses of study to the different lanes of the race track and the educational objectives of the courses to the goals where the tapes of the finish are stretched, things will appear somewhat in this fashion: In the first lane the goal is set up beyond the finish, and the open gate leads on to other types of schooling. In the second lane the goal is set up at the finish and points to activities not found in other schools. The runner in the first lane sees his goal farther off, while the runner in the second lane sees his goal near at hand. The difference between the lanes is evident, but there is the common ground of the straight-away. The minimum requirements of the State Board of Education, and their rulings as to majors and minors, deal with this common ground. When we in the high schools are willing to assume the responsibility to our pupils while we have them, and when the universities and colleges are willing to assume the same responsibilities for the pupils while they have them, then will it be possible for the runner to change goals and not be disqualified in either lane. While things are as they are, perhaps we should make the straight-away a little

wider, thus always permitting a free elective which has in view the goal of the second lane.

Reference is frequently made to *cultural* and *vocational* training. The boy who prepares for advanced schooling by devoting the major portion of his energies to academic studies is taking cultural work when he enrolls in the machine shop. So the boy who is devoting his energies to the mastery of a vocational or trade course in auto repair and construction is taking cultural work when he joins the debating squad of the school. For those of us who received training in classical and literary courses, some free electives in shop work would have been most truly cultural.

Class work which is undertaken for the major purpose of advertising the school, or for promoting special school activities, is not worthy of being listed as truly educational. To be specific, to organize a printing class in order to issue a school paper that may foster school spirit, is to put minor things first. To install and equip a cafeteria in order to furnish better food to the members of a school group is good, but it is much better, at the same time, to have a primary purpose of teaching food preparation and business methods to the pupils concerned. Training in trade and vocational classes is most apt to be truly educational when the instructor or teacher in charge is capable of earning a standard wage in the factory, shop or office.

Again, I risk a verbal attack by offering the following statements as axiomatic.

1. The teacher of a modern language must qualify in ability to speak, read, and write the language taught.
2. The teacher of stenography must be able to take office dictation.
3. The teacher of a shop class must be able to hold and make good at a journeyman's job.
4. The mechanical drawing teacher must be able to qualify in a drafting room.
5. The cooking teacher must be able to prepare an acceptable meal, which may be safely eaten.
6. The sewing teacher must be able to make her own clothes and, when wearing them, not be dubbed a "fright."

The teacher who teaches and in teaching develops craftsmanship and pride in accomplishment, is a real factor in producing the truly educational. The school which is content with nothing less than high ideals and a conscious part in the generous development of the main objectives of education may be said to be an institution truly educational.

Shorthand Traffic

A Novel Way of Visualizing the Prefixes and Suffixes

By Evelyn E. Gardner

Warner School, New York City

"**T**HE time has come,' the Walrus said, 'to talk of many things.'" This is the way I have always felt when the time has come to teach the joined and disjoined prefixes and suffixes. The Anniversary Edition has eliminated a great number of our difficulties, and yet there still remain "many things" in these two lessons.

Accompanying this article you will find a chart, which I submit for your consideration. The idea contained in the diagram will, of course, appeal more readily to the imagination of the pupil familiar with modes of travel in the city; however, where is the boy or girl today who does not cherish the hope of some time traveling by airplane? And all know something of the submarine. An adaptation of the accompanying chart could easily be worked out by any teacher who knows her subject.

The Surface Car

Let us take a look at the drawing together. The Surface cars represent the words to which the prefixes or suffixes, as the case may be, are to be joined. "Front Entrance," of course, means that the prefixes standing near the tracks will enter (be joined to) the car (the word) at the front. The only prefix touching the line, and which is normally separated from the word, is "post," which does not enter the car but remains standing in front representing the "Safety Zone."

"Rear Entrance" signifies that the waiting suffixes will enter (join themselves to) the car (word) from the rear. The only disjoined suffix which is written over the last part of the word is the "egraph," with its derivations, represented here by the wires of the telegraph pole, so placed that they naturally come above the last part of the word.

The "L"

So much for the Surface cars (characters written on the line). Now let us take the "L" and see what we find there. Here there are two cars, one carrying T(eddy) R(oosevelt) and his party, A, E, I, O, U; and the other for the use of the general public. I have completed the T R in this principle by using the name of this universal hero, because I believe the idea will appeal to the imagination

of high school pupils and, therefore, help to fix the principle in their minds. It has been my experience in using the chart that, after a suggestion or two, the majority of the students are able to name all the characters belonging to the *Tr* principle and write numbers of words in which this principle operates.

As yet I have found no single idea applicable to the names of the characters riding in the second Elevated car. Before we reach this lesson, however, we are familiar with "agri" (agree) "over" and "under." Nevertheless, there still remain thirteen characters to be learned and put into use.

Subway

Now let us go down under the ground for the final stage of our journey. Contrary to the usual custom of subways, this particular train carries a limited number of passengers. Each one has a seat and a window to himself. However, many of us shorthand teachers feel that even yet this train is overcrowded. For instance, Messrs. "Ingham" and "Ington" travel only when accompanying proper nouns. Also, "mity" might well ride on the surface. But we shall have to wait for our Gregg friends to settle the question.

Many of our subway passengers always take with them one other member of the family; namely, A, E, I, O, or U, who always precedes them when entering the car.

The task of learning to use these subway characters is somewhat lightened when we discover our old friends "ing," "ings," and "ingly." This leaves us, however, to become acquainted with many unrelated suffixes, which we must admit is no small task.

It is my belief, based on my own experience, that this organization of the prefixes and suffixes will help to prevent the pupil's feeling that there are so "many things" to be learned in these two lessons (Anniversary Edition). I have also found that the chart appeals to the students, especially to the younger ones, and but little more time and effort are required to master all the new material in these two lessons than to learn any other single principle in the work previously studied.

I offer these suggestions and the diagram for what they may be worth. Perhaps they will prove helpful to some fellow-teacher.

The New Trend in the Teaching of Skill Subjects

Excerpts from Speech at the Los Angeles City Teachers' Institute, Stenographic Teachers' Section, December, 1929

By Mrs. Esta Ross Stuart

Teacher of Typewriting, High School, Berkeley, California, and Instructor, Typewriting Methods and Demonstration Class University of California, Southern Branch, Los Angeles

TWO things we must always bear in mind and must emphasize in teaching any skill: (1) Technique, (2) Control.

Technique is the set of habits that constitutes the mechanical part of typewriting. Typewriting is mechanical and intellectual. It involves automatic performance of the letter strokes, singly and in sequence, copy getting, manipulation of the machine. It begins as a highly conscious process but finally becomes completely automatic. Whether it does or not may be a question. You can see what happens if your technique is poor. *Control* consists in voluntary guidance of the performance, and involves an attitude of mind characterized by calmness and a realization of competence and a will to rapid, accurate performance.

Mastery of this skill depends on the way the child engages in the activity under the direction of the teacher. The direction of his activity is most important.

Three Characteristics of Skill

Speed, accuracy, and fluency—to obtain any one of these at the expense of any other one is shortsighted. I used to admire the teacher who said, "I strive for accuracy above everything else," but now I am not sure. You can do beautiful work, but you must do it with some degree of speed if you are going to be a success.

First-Semester Work

Twenty weeks of work with forty minutes of recitation. Think of the knowledges and skills which we should place on the automatic-recall level in the first semester. What things can we teach so well that the child can do them automatically? (I shall omit position at machine, parts of the machine, etc.—things which everyone agrees the child must do.) Everyone agrees that the child should have some kind of automatic stroking rate at the end of the first semester in the performance of single-character strokes and their sequences. He ought to know something about centering. He should know how to center a word, a line, or a group of words. He should learn to center with balanced right- and left-hand margins.

He should learn alignment in his first semester. He should be able to write on a line and fill in, at the end of the first semester. He should be able to follow an oral direction that is clearly given without having it repeated.

Control

How shall we establish an automatic control in each of these? Beginning with the stroke there are two levels. The first—the lower—is the individual typing movement. We should have the word-stage and then the group-stage. The sooner and the oftener that we can combine the lower and the higher level, the faster will be our progress. We must move with some degree of speed from the beginning. For that reason it is better to begin with shorter units at the start. Word drill can be group work. Then say, "Let's write the sentence five times and see how many can get it right." Divide it into units, practise your units as a group, put it together for your test.

I always teach beginning typewriting as a game and don't talk about grading at the start.

I like to teach the shift key early in the first few days. This gives me a chance to work on sentences.

Ten minutes' work—rest thirty seconds. This teaches poise and endurance and concentration and a will to rapid, accurate practice.

I do not think there should be many problems of set-up in the first semester because pupils do not have a truly automatic performance. They should be taught to center. You can teach them to center by inches and half inches. We should not mix technique and control too much during the first semester.

If you have any kind of system by which you can work out a test and score sheet, it will mean much to your pupils.

Alignment

Have a stencil cut with a line for name and date. Then have the pupil fill this in and then underscore it. If his underscore falls on the line, then it is perfectly placed. After about a week of this you will never have any trouble with alignment.

Execution Test

About every three weeks we give a simple execution test, a fifteen-minute test. Typing I might be something like this: Center the paper in the machine. Set machine to single space. Space down ten spaces from the top. Start at ten on the scale and write your name. On same line, July 18, 1929, so it will end at 70 on the scale. Space down fifteen times on lines. Set the machine at triple space.

Don't repeat in giving directions. This will build up concentration and ability to get an order the first time the students hear it.

When 75 per cent of our people are passing their work, we begin to grade. Then we try to test every one of these different skills we have been developing.

Between the fifteenth and seventeenth week we give a multiple choice test that is supposed to test certain skills which we think we have taught the pupil.

Semester Requirements

In our school our enrollment is sufficiently large so we can have our classes divided into three sections.

First semester in city schools: We require for "C"—our lowest section—a consistent rate of 15 words on straight copy. By "consistent rate" I mean that the student writes at the rate that he usually would make three out of five times he took the test. This is what we call "consistent." Some say if a student made 30 words a minute once he was passed.

Regulars: 20 words. This is where most people set their minimum, but most do not live up to it.

"A" section: Students must make 25 words or up.

ACCURACY—FOR ALL SEMESTERS

In 5-minute tests

Perfect	100
1 error	90
2 errors	80
3 errors	70 - passing
4 errors	60
5 errors	50

In 10-minute tests

Perfect	100
1 error	95
2 errors	90
3 errors	85
4 errors	80
5 errors	75

In 15-minute tests

Perfect	100
1 error	96
2 errors	92
3 errors	88
4 errors	84
5 errors	80
6 errors	76
7 errors	70
8 errors	60
9 errors	50

In second semester we continue work of the first semester so we are still emphasizing straight copy. If I could teach as I wish, I would not teach any letters in the second semester. We have had to put them in.

Teaching Letters

Teach letters with definiteness. There is no textbook on the market that gives you that definiteness. We have worked out a scheme of our own. We give the pupil a letter chart first and teach the full block, open punctuation at first. We do not agree on what this is, but we think this is the simplest form. I take three days to teach the letter form.

The modified block, open punctuation. Indented form, closed punctuation next. It depends on the class whether this should be taught.

Placement

Rule for address and not for the date:

For every letter up to 50 words in length, start on 25th line from top and raise the address one line for every 25 words.

For length of line:

For all letters up to 100 words, use a 4-inch line. (I am talking about single-spaced letters only.) Increase length of line one inch for each additional 100 words.

A Typical Schedule

After you start letters a reasonable schedule would be:

Monday—letters
Tuesday—letters
Wednesday—figures
Thursday—15-minute test
Friday—alignment.

We permit the pupil to erase on the record sheet, because that sheet lasts for a semester.

Whatever skills you plan to teach in a semester, rotate them and have certain periods or days when you review them.

Pass a battery of tests. You should test the pupil on each of these things. Be sure you do not put in anything you have not taught.

FOR RATES—THREE SECTIONS

Opportunity section—25—29
Regulars—30—34
"A"s—35 up

Third-Semester Work

We should still have rotation:

Monday—letters
Tuesday—tabulation
Wednesday—rough drafts
Thursday—15-minute test
Friday—alignment and correction.

The pupil should have completed tabulation and had some rough draft work. I have only one 15-minute test a week this semester. I think you should teach the figuring of tabulating as a separate thing.

You should be able to test on different skills and pupil's straight-copy rate might be:

FOR RATES—THREE SECTIONS

For "C" section—30—34

For regulars—35—39

For "A"s—40 and up

Rate on letters is usually about half the straight-copy rate.

Fourth-Semester Work

You can use the same rotation as in the third semester.

For all tests, at least, it is well to use real letterheads. For the first time we have just closed a semester using the real forms. We found that working on the real forms is the right thing to do.

All alignment examinations in third and fourth semesters are real correction work.

Applying the New Program

How to begin if you want to make a start in this new way? First of all, don't try to follow somebody else, except just the skeleton. Do this: Tabulate the knowledges and skills you think you have taught this semester. Just set down the things you think you have actually taught, not what you wish you had taught, and then devise some simple test. Make it simple and test it; then arrange your scores from highest to lowest; that is, accomplishment scores. Arrange your time scores from lowest to highest. If you grade errors, then arrange errors from lowest to highest. All you want to do in the beginning is to start out to raise your own median. Don't take mine, or one

in the next county, but compete with yourself. If you are sensitive, do it on the sly; don't tell anybody about it. Don't give too much attention to what someone tells you he is doing. There is a vast difference between the medians of classes and individual scores.

Summary of Changes in New Trend

- (1) Separation of knowledges and skills.
The reasons are:
 - (a) to concentrate on one at a time in the learning process;
 - (b) to test each in order to establish time and accomplishment norms.
- (2) Definite measuring of accomplishment.
Very few tests on the market. You will have to be original and work it out for yourself. Definite measuring is one of the things that will revolutionize the teaching process.
- (3) Training in concentration, in rapid, accurate recall and control—not only accomplishment, but accomplishment in minimum time. This brings speed, accuracy, and fluency.
- (4) Discontinuance of arbitrary standards which have no scientific foundation on rating.
- (5) Teaching the skills in a definite rotation so you lose nothing.
- (6) Giving timed tests in each skill regularly.
- (7) Requiring all the typing rooms to be supervised.
- (8) Organizing every classroom from the beginning into a business concern, so the pupils learn how to meet people courteously among themselves, etc.
- (9) Establishing of state and eventually national norms.
- (10) A definite testing program for the state.

Which Would You Prefer?

When we originally designed the Gregg Eversharp Pencil, we purposely did not use the so-called propel-repel mechanism, feeling that the older style mechanism would be preferable because it permitted the use of the rifled steel tip which holds the lead just as firmly as though it were in a wooden pencil.

A great many users of the Gregg Eversharp Pencil, however, have written us expressing a preference for the propel-repel mechanism because of the greater simplicity in loading.

When you read this, why not sit right down and send us a post card saying which type of mechanism you would prefer? If the majority of the teachers prefer the propel-repel mechanism, we can make the change during the summer, thus having the new pencil ready in the fall if we find that enough wish the change made.

Second Canadian Regional Conference

Royal York Hotel, Toronto, Ontario, Canada

April 5, 1930

WE are able to report another great conference. While we thought last year's Gregg Conference was great—and it was—this year's gathering was greater. Again, as was the case last year, we had neither president, vice-president, nor secretary, but the morning, noon, and afternoon sessions were conducted most successfully, and it is with pride that we make favorable mention of those who so ably directed the divisional meetings of this second Canadian Gregg Regional Conference.

Mr. C. I. Brown, Canadian manager of the Gregg Publishing Company, opened the meeting by calling attention to the fact that a far greater number were in attendance than last year, expressed the hope that all who were present would carry some useful suggestion away, and introduced the chairman of the morning session, Miss Florence Surby, principal of Windsor Business College, Windsor, Ontario, and president of the Business Educators' Association of Canada.

Morning Session

MISS SURBY, in that unique manner for which she is noted, pointed out the object of the Conference, and said in part: "Before I call upon the first speaker, I want you to know that I am not going to give an address. I merely want personally to thank the Gregg Publishing Company and its Canadian manager, Mr. Brown, for giving me the opportunity to preside over the morning session of this Conference, and to say how much I do appreciate this honor."

How They "Gregg It" in Montreal

"Our first address is to be by Mr. A. S. H. Hankinson, of the High School of Commerce, Montreal, whose subject is 'My Experience in Teaching Gregg Shorthand.'"

Mr. Hankinson was at home before his audience, and the points under discussion were put forward in a very convincing manner, as you will already have discovered from reading his address given in full in this issue.

In commenting on Mr. Hankinson's paper, Miss Surby said: "I am sure you will all agree with me that Mr. Hankinson knows his work. I like the way in which he stresses the importance of accuracy of transcription."

Shorthand Speed Demonstration

In introducing the next speaker, the chairman said: "Mr. Leslie is to speak to us on The Development of Speed in Shorthand, which is to be followed by a demonstration of high-speed writing.

"Mr. Leslie, who was Amateur Champion Shorthand Writer of the world in 1922, is now in the professional class. He is not only going to tell us how fast writing is done, but he will show us *how it is done.*"

Mr. Leslie has furnished us with the following summary of his extemporaneous address:

The solution of the problem of the development of speed in shorthand is to be found neither in special short cuts nor in exercises for the development of manual dexterity—the solution is to be found in the proper teaching of the theory, combined with the development of skill beginning with the first shorthand character the pupil ever writes.

The foundations of speed and legibility are shorthand theory and shorthand penmanship. Without a thorough knowledge of theory, the student cannot construct his outlines rapidly enough to take fast dictation. Without a good command of shorthand penmanship, he cannot write his outlines with sufficient legibility to enable him to read them instantly and accurately.

Following his address Mr. Leslie gave a very interesting and instructive demonstration of the application of his speed philosophy in actual writing. One of the points brought out by the speaker was the enormous amount of time wasted in pauses between shorthand outlines. He illustrated this by taking dictation first at 80 words a minute and then gradually increasing the speed until 200 words a minute was reached. At the slow speed he purposely made pauses, much as a beginner would make, between outlines. This was to show that a lack of familiarity with the forms inevitably defeated both rhythm and fluency in writing. As a climax to the demonstration, he wrote a championship test at 280 words a minute and a specially prepared piece of testimony at something over 380 words a minute. The latter was merely to demonstrate the great facility in writing that may be obtained principally by familiarity with the word forms and the elimination of pauses.

Mr. Gregg Addresses Meeting

In the course of the discussion following Mr. Leslie's address and demonstration, Mr. Gregg stressed the importance of inspiring



Gathered for Luncheon at the Royal York Hotel, Toronto

students with faith in their ability to attain speed. Confidence is half the battle. He told how difficult it was for him in the early days to get even teachers to believe that the system had great speed possibilities. And then when one or two writers went into the speed contests and made high speed records, the whole attitude of both teachers and writers changed to one of confidence—and the greatest records ever made in shorthand followed.

Miss Surby in introducing Mr. Gregg said: "We have had the telling *how* from Mr. Hankinson—Mr. Leslie has shown us the actual practice of the system—and now we are going to hear from Mr. Gregg, himself, the man who is responsible for all this work."

Mr. Gregg said: "I want first of all to express my pleasure in being here, in seeing so many of you again and in having the opportunity of meeting so many new friends as well."

Mr. Gregg's subject was The International Congress on Commercial Education at Amsterdam, at which he was chairman of the American delegation. He emphasized the growing importance and world-wide recognition of commercial education, as evidenced by the Congress and also by the leadership which business men are now taking in international affairs. He told the history and purposes of the International Society for Commercial Education, under whose auspices the International Congresses have been held. There are about ten countries with National branches of the organization, and two additional branches were being formed as a result of the recent Congress—the British and American branches. The next Congress is to be held in London in 1932, and he expressed a hope that all those present would keep that in view and save their money for the purpose of attending the Congress. Then followed a description of the Congress, told in Mr. Gregg's vivid manner, with characteristically humorous anecdotes. As a full report of the Congress appeared in

this magazine recently, it is not necessary to repeat it. At the close Miss Surby said:

I want to thank you, Mr. Gregg, personally, for this address about the Amsterdam Congress, and for telling us that we may be allowed to attend the next Conference, which is to be held in London. Mr. Gregg spoke of the marvels of the present age, being able to talk by telephone from New York to Amsterdam. Don't let us forget that if that message over the telephone was to be given word for word to that Congress, it had to come through Gregg Shorthand written by Mr. Gregg.

At the luncheon which followed, Mr. W. F. Marshall, proprietor of Westervelt School, London, Ontario, acted as chairman. He expressed his pleasure at the large number in attendance, the actual number present being 178. Mr. Marshall pointed out that cities as far west as Windsor, Sarnia, and Owen Sound, and as far east as Ottawa and Montreal were represented. Delegations from Niagara Falls (New York) and Buffalo, were also in attendance.

After the luncheon Mr. Gregg told The Story of Gregg Shorthand.

One of the most interesting parts of the program were the short talks by O. U. Robinson, principal of The Robinson Business College, Waterford, Ontario, Canada; T. W. Oates, Technical High School, London, Ontario; H. I. Good, Hutchinson Central High School, Buffalo, New York; Major W. G. Bennett, College of Education, Toronto, Ontario; Brother Gregory, Aurora; J. V. Mitchell, proprietor of Dominion Business College, Toronto, Ontario; and F. G. Millar, Brantford Technical Institute, Brantford, Ontario.

At the close of the luncheon a large folder was given to each teacher as he or she left the Banquet Hall. On opening the folder, it was found to contain a large autographed photograph of Mr. Gregg. These were received with great delight, and many requests for copies of this photograph have been received since the Conference closed.

Afternoon Session

MR. BRUCE W. CLARKE, principal of Runnymede Collegiate Institute, Toronto, Ontario, was chairman of the afternoon session.

Mr. Clarke spoke very briefly, expressing delight in being able to attend this Conference, and said he felt especially honored in being asked to act as chairman of the afternoon session.

Objectives in Teaching of Typewriting and How to Attain Them

The first speaker of the afternoon was Mr. Rupert P. SoRelle, New York City, who spoke on Objectives in the Teaching of Type-

writing, and How to Attain Them. On this subject Mr. SoRelle said in part:

In discussing the subject I wish to confine my remarks mainly to elementary typewriting. A careful investigation shows that there are two distinct methods of teaching elementary typewriting in vogue at present:

- (1) Copy, the objective.
- (2) Technique, the objective.

With the first method, the student is given an exercise to "do." He makes attempt after attempt to reproduce it letter for letter as it is presented in the textbook, until he succeeds in turning out what is known as a "perfect" copy. Then he is allowed to proceed with the next exercise. It is merely an adaptation of the old copy-book method of teaching penmanship, which is now practically extinct, and is partially an outgrowth of the "sight" method of

operating the typewriter. It is slow, discouraging, wasteful of time, and it places an inhibition upon skillful operation, particularly upon speed in stroking and fluency in writing.

Adherence to this method by many teachers is due clearly to a confusion in their minds as to the objectives in the early stages of learning typing. Apparently they cannot detach the keyboard-learning and machine-manipulation stage of learning (operative skill stage) from learning to apply that skill to practical problems in typing, the solving of which depends upon automatic operative skill in using the machine.

The teachers coming out of the teachers' training courses in normal schools, colleges, and universities, who have absorbed something of the modern educational philosophy, accept the pedagogical and psychological foundation of the "Rational Typewriting" approach—the approach which has as its objective a fairly well automatized operative skill of the machine as a tool before practical application is attempted on any grand scale.

They look upon teaching typewriting from this angle: In the early stages of learning to typewrite, the emphasis must naturally fall on the mastery of the machine as a tool. During this time typewriting is a skill subject pure and simple, and success in the mastery of it depends upon the intensity with which the *emphasis is placed on this one phase alone*, without complicating it by the introduction of other factors. A fair degree of automatic skill in the operation of the machine is necessary before any satisfactory progress can be made in the setting up of correct forms in typewriting. The reason is that if this procedure is not followed, students will be torn between conflicting aims—the one affecting the finding of the keys and the other affecting proper arrangement—and a good job can be made of neither operation.

The advocates of technique first know enough of the subject to realize that when the student has learned to use the typewriter as a tool for writing, at a fluent stroking rate, the question of setting up "copy" in correct form is merely a minor skill, depending upon the judgment of the writer as improved by studying correct forms from an artistic or conventional point of view.

There is nothing inherently difficult about arranging material on the page if one knows how to use the machine as a tool in the first place. But it becomes a very complex and difficult problem if an attempt is made to combine these two factors before a fairly fluent operative technique has been acquired.

The new method brings with it many advantages. Motivation is much easier and progress is more rapid. It reduces enormously the amount of correcting necessary all through the keyboard-learning stages, as the corrective work is directed toward technique rather than copy. By the elimination of so much paper correcting, the teacher is released for his real job—supervision, individual instruction, and demonstration. It provides time for creative work on the part of the teacher. It releases the teacher to conduct rhythm and other types of drill, and for making the work interesting.

With such a procedure it is much easier to reach our objectives, and the development of the whole subject falls naturally into three divisions:

1. Machine and keyboard operation, which brings in the learning of the relative position of each key on the keyboard, learning the reaches and correct touch, developing a writing vocabulary on frequently recurring words, and carrying through successfully the three stages described by Dr. Book in "Learning to Typewrite," (a) letter-making habits, (b) syllable and word habits, (c) special-phrase and higher-language habits. This cycle is followed in practically every section of Rational Typewriting, Part I.

2. Acceleration of stroking rate, consolidating and carrying to a higher level of performance the primitive skills acquired in Part I, which lead to rhythm and fluency in writing.

3. Practical application of previously learned skills in writing letters, manuscripts, and the various types of work that come within the range of the stenographer's experience.

Essentials in a Bookkeeping Course

The second speaker of the afternoon was A. J. Park, principal of Park Business College, Hamilton, Ontario.

Mr. Park prefaced his very excellent paper by saying: "I wish to state that I am glad to be here today. We started these meetings in Hamilton last year. I am glad to hear the reports of the pleasant time you all had there. I am also glad to see that the movement is growing. These meetings are along the right lines, and I hope the organization which is being discussed will be worked out."

Let me suggest the following divisions of bookkeeping work which I feel should be covered:

- (a) Bookkeeping, with a business conducted as a single ownership.
- (b) More advanced work, carried on in a business as a partnership.
- (c) Slightly more advanced work, carried on as an incorporated body or a joint stock company.
- (d) Simple manufacturing, including cost work, showing the correlation existing between ordinary books of accounts and the additional records and changes necessary to have a good system in operation.

It is my firm belief that all students who enter a business college should be taught the first three divisions. The stenographer in the office is much more valuable for having a knowledge of the fundamentals of bookkeeping. She is kept on when others are let out, and she advances more quickly in every way.

The fourth division I would reserve for the young men who have at least high school matriculation standing. This will give them an insight into costs and will make them invaluable as they develop in managerial and executive work or branch out into business for themselves.

As an examiner of a great many bookkeeping papers during the past few years, I may say that frequently I feel that the student does not deserve a pass; his technical knowledge is all right, and he gets by, but the general appearance of the page indicates carelessness and slipshod work, and leaves the impression by the blots, cross-outs, and erasures that little or no confidence can be placed in him or the statement he prepares.

I think authors, publishers, and teachers should lay a little more stress on correct accounting form and on the correct and recognized language of the accounting world.

Secretarial Studies

Mr. E. E. Cavell, B. A., B. Paed., director of the Department of Typewriting at Western High School of Commerce, Toronto, read an especially good paper on the Content and Methods for a Course in Secretarial Training. To epitomize:

The content of the Secretarial Course today must send to the business man's office stenographers able to satisfy the requirements of the business executive and equipped to fill the higher secretarial positions

(Continued on page 350)

My Experience in Teaching Gregg Shorthand

(Continued from page 330)

course. I must frankly confess that we are behind the times in this respect. We should have special short courses for these students, and I think the authorities are beginning to realize this too, but at present the whole course is designed for those who remain to the end. How, then, do the shorthand pupils fare who leave before finishing the course?

Those who leave at the end of their first year get, I suppose, practically nothing unless they continue the subject at a business college. Those, however, who remain with us for two years have covered about two-thirds of the lessons; they have all the fundamental principles and they can write within their shorthand vocabulary at a fair rate of speed. A very short time at a business college would be sufficient to enable them to put their shorthand knowledge to practical use. Those who remain three years have a complete knowledge of the theory, and can write new matter of average difficulty at 60 to 80 words a minute.

At the end of that year, our students have the option of specializing for their final year either in stenography or bookkeeping, dropping one or the other entirely. Formerly, those who elected bookkeeping had had no speed work at all in shorthand, with the result that they quickly forgot their theory, and their shorthand became a thing of the past. Now, however, owing to this combining of speed with theory, these pupils have a practical as well as a theoretical knowledge of shorthand, and they naturally use that knowledge and that ability even though they are not continuing their regular work in it.

For those who elect shorthand in their final year, we build up their speed to one hundred words a minute and some to higher speeds, giving them, of course, all kinds of matter, varying in difficulty from simple business letters to difficult articles which tax their ability to the utmost. In this final year we try not so much to get them up to a high speed as we do to fit them for the duties which they will be called upon to perform in an office. The emphasis is consequently placed upon variety and quality of work rather than mere speed.

Better Work with Gregg in Less Time

I might mention here that formerly, when we taught Pitman's Shorthand, we had six periods a week for shorthand in our final year, but soon after the change to Gregg we reduced the time to four periods. The periods are approximately 50 minutes.

The question of just how much time is needed for each subject is one which I believe needs more thought on the part of those who

make up our course of study, both in regular high schools and in commercial high schools. One of our Montreal high schools, for instance, discovered that a class using less time in French did better than a class which had more time, and yet in other subjects the two classes were approximately equal in ability. Certainly in the case of Gregg Shorthand we found we could do better work in less time than we formerly did when using the Pitman system.

My Experience With Short Courses

In conclusion, I should just like to refer briefly to two other "experiences" which I have had with Gregg Shorthand, the one in a short evening course of forty lessons, and the other in a six weeks' summer school course.

We do not have evening courses at the Commercial High School, Montreal, the authorities taking the view—wrongly, I think—that the demand is fully met by the business colleges. However, for several years I had the opportunity of teaching a class in Gregg Shorthand in conjunction with a five months' course in technical work. The class met for two evenings a week for twenty weeks, two hours each evening. The students were, of course, more mature than we get at the high school, and they attended with a very definite aim in view—that of learning shorthand in the least possible time in order to equip themselves for something better than they were doing.

While it would be an exaggeration to say that I was satisfied with the results, yet the work done in that short term was remarkably good. We devoted two evenings to each lesson, and gave dictation right along. Those who had attended regularly and had conscientiously applied themselves to the work had no difficulty in taking dictation at fifty to sixty words a minute on fairly simple matter. It was a good basis upon which they could easily build—all they needed was more practice.

The other experience to which I make reference was in connection with a summer school for teachers which has been held for the last three years at Halifax, under the direction of the Nova Scotia Education Board, the head of which is Dr. Munro. During the summer school session of 1928 and 1929 shorthand courses were organized by Mr. Brown, who placed me in charge of the work. The student material with which I had to work was well above the average. They were teachers. Not only that, but they were ambitious teachers— young men and women who spent part of their summer holidays in making themselves more proficient in their chosen profession. In

the shorthand class of 1928 we had about twenty Protestant teachers and eleven or twelve Catholic sisters from a nearby institution in connection with which they ran a highly successful commercial school. This school had formerly taught Pitman's Shorthand but had changed over to Gregg some years previously. Only one or two of the sisters, however, were familiar with the system, but several were familiar with Pitman's. One, I remember in particular, was from Bermuda.

Well, the course was for six weeks, five days a week, one hour a day. It was, as you can imagine, a very intensive course. The object was not to make practical writers, but rather to give a course in teaching methods and at the same time give a thorough explanation of the principles of the system and as much drill

as possible on the various lessons. Yet even so, we had dictation right from the start, and by the end of the course the class was writing at a fair rate of speed. I might mention in passing that the lady from Bermuda told me at the end of the course that it was her intention to start a Gregg class on returning to her school in the fall.

Such, then, have been some of my experiences in teaching Gregg Shorthand. And although I have a great affection, even love, for the old Isaac Pitman system, and still write it daily in my diary, yet I shall never regret "looking into Gregg" and never shall I regret the part I played in getting it adopted at the Commercial High School, Montreal, where I hope to teach many more hundreds of young people "Gregg Shorthand, a light-line system of phonography for the million."



State Convention Digests

CENTRAL CALIFORNIA COMMERCIAL TEACHERS ASSOCIATION, Visalia, California, January 18, 1930.

This association is holding a series of meetings this year to discuss a group of important projects that it has under way.

These projects are:

1. A commercial graduate follow-up.
2. A state typewriting survey to assist in setting up norms of accomplishment.
3. Should penmanship be taught in the high school?
4. Organization of a sales service major in business education.
5. Business education in the junior colleges.

In addition to the Round Table discussions on the committee reports on the foregoing projects, inspiring addresses were listened to from the two guests of the day—Dr. Ira W. Kibby, Chief of the Bureau of Business Education of California, and Mr. Lloyd L. Jones, of the Gregg Publishing Company.

New Officers:

PRESIDENT, *Karl W. Mitchell*, Visalia
VICE-PRESIDENT, *L. B. Davy*, Bakersfield
SECRETARY-TREASURER, *Mrs. Maude W. Henders*, Sanger

Louisiana

NORTH LOUISIANA COMMERCIAL TEACHERS' ASSOCIATION, Monroe, Louisiana, March 8. Presiding Officer, *C. W. Rhoads*, Shreveport.

Speakers:

W. D. Parsons, Miss Lynn's School, Shreveport, STATE TYPEWRITING CONTEST; *Eleanor Lee Crigler*, Lafayette, FUNDAMENTAL ISSUES IN COMMERCIAL EDUCATION; *P. H. Griffith*, Executive-Secretary,

Louisiana Teachers' Association, Baton Rouge, CO-OPERATIVE EFFORT IN SOLVING PROBLEMS; *Goldena M. Fisher*, Gregg College, Chicago, NEW METHODS OF SHORTHAND; *Dr. J. B. Trant*, Dean of the College of Commerce, Louisiana State University, Baton Rouge, PHILOSOPHY AND TREND OF COMMERCIAL EDUCATION.

New Officers:

PRESIDENT, *Alice Louise Smith*, Ouachita Parish High School, Monroe
VICE-PRESIDENT, *Will Young*, Superintendent, Draughon's Business College, Shreveport
SECRETARY-TREASURER, *Miss McNeil*

Next Meeting: Shreveport

Texas

NORTH TEXAS STATE VOCATIONAL ASSOCIATION, Dallas, April 5. Director, *Miss Irma Deane Fowler*, State Supervisor of Commercial Education, Austin; Chairman, *Miss Zelda Ramsey*, North Texas State Agricultural College, Arlington.

Speakers:

A. A. Miller, North Texas State Teachers College, Denton, NEW TECHNIQUE IN BOOKKEEPING AND ACCOUNTING; *W. L. Watson*, North Texas State Agricultural College, Arlington, A REVIEW OF THE OUTSTANDING CHANGES AND IMPROVEMENTS IN THE TEACHING OF COMMERCIAL SUBJECTS; *Bess Wright*, Dallas Technical High School, WHAT SHOULD RELIABLE TYPEWRITING STANDARDS BE; DO WE HAVE SUCH; CAN THEY BE REQUIRED? *S. N. Baker*, Forest Avenue High School, Dallas, SCANNING THE NEW GREGG MANUAL—HOW I FIND IT IMPROVED—HOW I MAKE THE MOST OF IT; *B. B. Cobb*, Wilson High School, Dallas, gave a general discussion on COMMERCIAL LAW; and *L. V. Stockard*, Director of the Dallas High Schools, led a discussion on COMMERCIAL SUBJECTS IN THE JUNIOR HIGH SCHOOLS.

New Officers:

CHAIRMAN, *B. B. Cobb*, Wilson High School, Dallas

Fundamental Principles Sometimes Overlooked in Shorthand Teaching

By H. M. Munford

Bay Path Institute, Springfield, Massachusetts

THESE are a number of basic principles of shorthand teaching so important that a whole article could very profitably be given to any one of them. Proportion, movement, style, shorthand penmanship, thorough mastery of the principles, blackboard work, shorthand readings, wordsigns, phrases, and correlation are matters with which we are all concerned. But it is my purpose at this time to confine my discussion to four principles not so frequently mentioned, the neglect of which has often seriously retarded progress in shorthand instruction: (1) The vital necessity of a thorough training in orthography and word analysis, (2) The value of proper sequence and grading, (3) Development of thought units, (4) Transcription speed.

Weak Background a Heavy Handicap

Every teacher has had experience in trying to build up a foundation of inadequate early training and knows how impossible it is to accomplish anything worth while until this foundation has been reinforced to support the load it will be obliged to carry. What teacher of arithmetic has not met the impossible task of teaching percentage and interest to a student who cannot add and multiply accurately? How many teachers of English have struggled through compositions and themes which are quite impossible, both in sentence structure and spelling, not to mention the effort to write legibly—which is often pitiful in the extreme. These weaknesses are frequently so marked as to make the teacher wonder how it has been possible for the pupil to make his grade while his work in the fundamentals is so deficient. This weakness which exists in the grades is carried over into the high school, where all too frequently no provision is made to remedy the defect.

While this shortcoming is to be deplored wherever found, any weakness in elementary English is certain to be a millstone around the neck of the student of shorthand. In an important sense, this student is learning a new language. If it is to be effectively mastered, if his study is to bring pleasure and inspiration, if he is to make satisfactory progress, there must be an intelligent command of the mother tongue. Without this knowledge

and an ever-increasing desire to extend and expand it, the study of the new language will be a heavy task without much satisfaction or pleasure.

Orthography and Word Analysis Basic

At some time previous to beginning the study of shorthand, the student should have received thorough training in the fundamentals of English. This training should have included work in vowel and consonant phonetics; in root forms of words; in prefixes and suffixes, their derivations, meanings, and uses; in syllabication and accent; in definitions and proper uses of words in sentences; in synonyms, antonyms, and homonyms; in rules of spelling, with their applications; in intelligent use of the dictionary to learn meanings of words, their proper pronunciation, derivation, and variations; and a constructive program for vocabulary building.

The average high school or business school student can hardly be said to be a good speller. This is probably because he has not learned to spell along the line of constructive thinking, but by a process of memorization, by rote. And it is a surprising thing that many of these young people do not know how to use the dictionary except in a very limited way. Their knowledge of phonetic marks and the uses of these marks in determining correct pronunciation is often limited to the long and short sounds of vowels, with the result that the interpretation of any word is uncertain.

Parallel Course Worth the Time

Unless this training in orthography has been secured before the student begins the study of shorthand, it should be carried as a parallel course. It would be better to offer this work in either the freshman or sophomore year of high school if the study of shorthand is to begin in the junior year. If this course has not preceded the study of shorthand, the two subjects carried as parallel courses will support each other and each will prove an inspiration for the other course. What better parallel work can be found than a study of vowel phonetics in orthography and the early lessons of Gregg Shorthand or a study of prefixes and

suffixes in orthography while the same phase of the work is being covered in shorthand? If the teacher is able to see his work in its proper perspective, if the ultimate success of the stenographer means anything to him, if the future secretary or reporter is to hear and interpret intelligently the spoken or dictated word, the importance of this training can hardly be questioned.

I can hear someone say, "Many a high-grade stenographer did not have this basic training and its lack did not interfere seriously with his progress." The testimony of people in this field who have labored under this handicap is the same in practically every case. They early learned their deficiency and immediately took the necessary steps to get the belated training. If you have never heard Mr. Gregg tell the story of the promising young stenographer who had aspirations to become a great reporter, and of the extremes to which this young man went in his determination to develop a vocabulary both in English and in shorthand, you have missed a good story which has an interesting sequel, as well as an important bearing on the value of thorough preparation.

It is a significant fact that the more expert a shorthand writer becomes, the more he emphasizes the value of everything that contributes to sound basic work.

A course in English orthography such as I have outlined could be taught very effectively in one high school semester. If lack of time is urged as a reason for not taking it up, it can be said with reasonable certainty that the additional strength and inspiration for the work that results from this English study will fully justify the time and effort required.

Shorthand Strengthened by English and Spelling Training

Have you ever heard a student of shorthand say, "My shorthand is just ruining my spelling"? To me, it appears that the opposite should be true. Shorthand writing is builded upon the phonetics of our language. If these phonetics are well learned, his study of shorthand should strengthen his knowledge of the language and his study of the language should likewise strengthen his work in shorthand.

I can hardly leave the discussion of this phase of the work without saying that if the teacher does not exert his influence to inspire his students to read the best current literature, he has lost a rare opportunity for service. It is, of course, presumed that the teacher is himself a reader of the best books and periodicals and that his language, his discussions in class, his influence is exerted to the end that the students will want to read the things from which he quotes. The instructor in ste-

nography may very effectively lead his students into reading habits out of which a strong vocabulary will be a natural result.

Careful Grading Necessary During Theory Period

A wise instructor has changed the old saying, "Learn to do by doing," to read, "Learn to do by knowing and learn to know by doing." The new phrasing of this old expression is particularly applicable to our work. By clear presentation of the principles and thorough drill on recent new material, the student should be made familiar with all the principles which are applied in daily practice. Nothing should be left to guesswork. Then there should be action, action, action, the work being always carefully graded. Much damage is done by a failure to observe proper sequence and by plunging the student prematurely into heavy dictation work where he is required to write difficult material applying principles in which he has received no instruction. I should always insist that the dictation, whether of prepared or new material, should be from graded matter until all the principles have been learned and the means and plan for developing a shorthand vocabulary have been supplied.

There is an abundance of graded material available in magazines, in graded charts, and in textbooks. Satisfactory progress or inspirational work can hardly be expected unless this grading is closely followed.

Speed Practice

Steady progress in writing speed is not possible until hesitation, caused by unfamiliarity with the shorthand characters, is eliminated. To overcome this hesitation in writing, many teachers use the repeated sentence in drills for speed. One sentence is written over and over again until a page or more has been filled with the notes. This process is repeated with other sentences until the assignment has been covered. Familiarity with the shorthand characters in such a drill makes the maximum of speed dependent on the degree of manual dexterity.

Obviously, progress in the development of speed will be retarded by hesitation over unfamiliar words. This hesitation will be noticeable, whether it be due to a failure to recognize the longhand word or failure immediately to form a mental picture of the shorthand outline. You can test this at any time in your dictation class. Select an article in which appear two or three unusual words not familiar to the class. Dictate the article carefully, and easily within the writing speed of your students. The moment you pronounce the new word, no matter how distinctly, they

will immediately stop writing and look up. The word was distinctly heard but, being unfamiliar, could not be written.

While it is true that a high rate of speed cannot be attained without much dictation at a rate which will drive the writer to his best efforts, I am convinced, from my own experience and from observation, that this high speed writing is sometimes overdone. If the dictation is taken with proper attention to good writing habits and if it is well balanced as to selection of drill material and connected matter, better results are obtainable by dictating a good portion of each day's work reasonably within the speed abilities of the class, making it possible for the students to keep their writing style under control. The latter part of the class period may then be given to rapid dictation and the students forced to their best efforts. I have found consistent growth in speed and creditable transcription work much more satisfactorily secured by this plan of procedure.

Development of Thought Units

At the beginning of his shorthand training, the student thinks in the smallest possible unit, the single shorthand stroke. This is natural, and will continue to be true until the alphabet is thoroughly mastered and the beginner has advanced beyond the creeping stage. As soon as possible the thought units should be extended to the word and phrase stage. In most cases, the brief shorthand phrases used in the earlier lessons of the work will be the limit of the thought unit until dictation on connected matter becomes a regular part of the daily work. From this time forward, a systematic extension of the thought unit should be given regular attention. Too frequently the student is left to his own devices in this important matter and oftentimes the plan of dictation does not contribute much to its development. Students may be effectively trained to think in phrase, clause, and sentence units of ten, fifteen, twenty, twenty-five, and even more, words in a group. These thought units should follow natural word groups. The author of the system of shorthand that we write and teach emphasizes this in some of his suggestions for phrase writing. Among other things, he says, "The words joined in phrases should make good sense if standing alone. Qualifying words may be joined to the words they qualify."

The dictation should be given with rhythm and cadence, with proper attention to expression and emphasis, so the writer will form his thought units in accordance with the thought units of the speaker. In school dictation work, these units may be gauged to the speed and ability of the writer and lengthened

as his ability to reach out justifies. If the dictation is given with its natural color and expression while the student is yet in school, the development of his thought units will be more natural and the adjustment to any necessary change in dictation will be made with less difficulty.

A number of years ago, it was my pleasure to sit at the elbow of a convention reporter of extended experience and great ability. On this particular occasion, he was reporting a lecture by one of the most popular and best-known speakers in the country. The lecture sparkled with wit and fun. The gales of mirth were provoked quite as much by the clever expression and delivery as by the content of the material. The reporter would shout with laughter without any evidence of hesitation in his writing. The thought units of the speaker and the cadence of his delivery were transmitted to the mind of the writer and automatically became his thought units. Everything was transferred by him to the written page without his failing to appreciate as much as any of his fellow-listeners the clever work of the lecturer.

If you would give color and life to your dictation, if you would train your students along natural and rational lines, avoid carefully measured dictation work.

Transcription Speed

The real test of good stenography is the accurate transcript, quickly and skillfully prepared. Anything which will contribute to this result will make for progress in the school-room and for volume of work in the office. A fallacy which, while not so common now as it was a few years ago, still prevails in some quarters is that a student who takes dictation with ease, reads it back readily, and types rapidly and accurately from printed copy will naturally become, without much effort, a good transcriber. This fallacy has long since been exposed. No student will become rapid and accurate in transcription work unless he is trained in right habits and has rapid and accurate work kept constantly before him as a desirable goal.

I have not found that any organized plan to promote this end has ever been worked out, except in a few cases where schools have tried plans of their own. Feeling this to be a field in which very effective work might be done, I started some experiments of my own in an effort to bridge the gap between type-writing copy speed and transcription speed. I reported my findings in a talk at the Philadelphia Convention in 1925. At that time, my experiments had been somewhat limited because of limited time in working out the

(Continued on page 350)

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The Gregg Writer Steno Pen made for you by the W company is certainly the best writing Gregg Shorthand.

I know of no pen better for work, and I recommend it to every and writer of the system. Dependable in the most extreme

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(Signed)

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Enclosed you will find \$..... for which please send me Wahl Gregg Steno Pen, two of the World's Champion Shorthand Writers. The pen is to have the new and improved enamel on the cap. If I am not entirely satisfied with the pen(s) after one week's use, I will return it.

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fecting reporting.

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reporting work the Wahl
unfolding point.

des admirably all writing
smooth, clean line and
few.

to any student or writer

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ALBERT SCHNEIDER

Former World's Champion Shorthand Writer. Member of
the Committees reporting staff of the House of Representatives,
Washington, D. C.

Second Canadian Gregg Regional Conference

(Concluded from page 342)

when called upon. This content, therefore, in every type of school should be influenced by, and kept up to date by, reports received from the business community, and by surveys made by vocational advisers connected with commercial schools, colleges, and universities.

It would seem that expert opinion believes that a real secretarial training is found in the enlargement of the shorthand course by:

- (1) A basis of general knowledge and a correct educational background.
- (2) An advanced intensive training in commercial subjects.
- (3) Training to develop skill in the use of knowledge.
- (4) Cultivation of an intelligent attitude towards the work in hand.
- (5) Development of a breadth of outlook with regard to this work.

Permanent Organization

The suggestion has been made by many since the Conference at Hamilton that a permanent Canadian Gregg Shorthand Association be formed. The suggestion was acted on at the Toronto Conference, and a committee was appointed to bring in nominations for

officers and executives. The committee consisted of T. W. Oates, London, Ontario; Rev. R. J. Senecal, Ottawa; F. W. Park, Hamilton; C. I. Brown, Toronto.

This committee reported as follows:

For President, T. F. Wright, St. Catharines Business College, St. Catharines, Ontario

For First Vice-President, A. S. H. Hankinson, High School of Commerce, Montreal, Quebec

For Second Vice-President, Rev. R. J. Senecal, O.M.I., Ottawa University, Ottawa, Ontario

For Secretary-Treasurer, J. M. Rosser, St. Thomas Business College, St. Thomas, Ontario

Executives:

Mrs. J. A. McKone, Peterboro Business College, Peterboro, Ontario

J. V. Mitchell, Dominion Business College, Toronto, Ontario

C. I. Brown, The Gregg Publishing Company, Toronto, Ontario

The report of the committee was brought before the meeting at large, was accepted *in toto*, and the nominees were declared elected.

The suggested name of this new organization was left to the officers and executives to decide.



Fundamental Principles Overlooked in Shorthand Teaching

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plan. But the experiments had succeeded to the point where I was convinced that the plan could be used with profit as a part of the regular daily program. Then I was out of the schoolroom for the greater part of the time and was unable to put the idea in practice, but I am now using it regularly.

A Transcription Training Plan

The plan is very simple and easy of operation. In our classes all students have the "Gregg Speed Studies" as a regular dictation text. An assignment is given each day from this text for a transcription speed test. The strokes are counted out according to the plan used by the typewriter companies in their credential tests. All our dictation students are required to take a ten-minute speed test from longhand copy daily. This test is followed by a five-minute test for speed and accuracy from the shorthand transcription assignment. The papers are collected and checked for errors and the results recorded in the same manner as is used for the longhand tests.

Sometimes the plan is changed. The copy is written in shorthand and the speed test transcribed by the student from his own notes. The purpose of these tests is to make drills

for speed and accuracy in transcription work a part of the daily program, so their value and effectiveness may be thoroughly tested by the teacher and proved to the student himself. The results have fully justified the time and effort expended. While the plan is young as yet and can no doubt be improved, I am so well pleased with the results already secured that I would not think of abandoning it.

I realize that some teachers do not use the typewriting credential tests. Many feel that they are not effective in accomplishing the correlation which all recognize as vital. To these, the same plan applied to transcription work will probably appear no more desirable. I am convinced that the degree of skill acquired by our students in typewriting copy and the good writing habits developed before transcription work is taken up have been strong contributing factors to the success of the plan. We had not been following this plan for many weeks before a decided improvement in the transcription speed of the students became apparent.

If the plates have been carefully checked in advance of the daily test and the proper punctuation marks, spelling, etc. indicated, as any good stenographer would do in her regular

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EDITORIAL COMMENT

ON SUNDRY TOPICS

Paragraph Twenty-Three

A NUMBER of teachers have written us, asking why we introduced shorthand characters in the lists of "brief forms" before these characters had been formally presented. Some of these teachers at first said frankly, "We do not like it"—and later became the most enthusiastic advocates of the plan. No doubt others may have wondered about it who did not take the trouble to write, or perhaps thought it was of no great importance, since their students did not seem to raise any objection.

The reasons for this procedure can be given briefly. In the first place, it is a method that is used in the teaching of modern languages and it has been used in teaching children to read for a very long time. In fact, it is now practically universal, at least in American schools. There is no logical reason why this type of teaching should not be used in teaching the reading of shorthand and to some extent the writing. The old method of learning the alphabet and then building up words from the alphabetic characters, so far as reading is concerned, was abandoned years ago. We all know of the astonishing rapidity with which children now learn to read and to write. It is true that children taught to read in this way do not acquire spelling as rapidly as they do reading, but in reading they do not have to spell; and in speaking they do not have to spell.

Some teachers have made the comment that these characters are unknown to the student; that they seem arbitrary. That is true, but so were *k* and *g* the first time the student saw them, as all shorthand characters are arbitrary, in the sense that they are *new* until they are learned. Ever since the system appeared we have included the word *the* in the first group of word-signs, although the sign for *th* does not appear until much later. No one questioned the logic or the psychology of it. We also wrote an *a*-circle for the pronoun *I*, and the dot for *a*, *an*. Did students have any difficulty with this? Not the slightest. They simply learned that such and such a character expressed a certain word.

Another consideration in introducing brief

forms in this way was that they represent the frequently recurring words of the language, which are necessary in constructing meaningful, interesting sentences and other material for practice. It is simply a question of acquiring a useful vocabulary of the most used words as quickly as possible.

"If this method is good in teaching a few brief forms, why," it may be asked, "should it not be used throughout the book?" The answer is that the situations are not parallel. The brief forms, for the most part, are *short-hand abbreviations* which are to be memorized, while other words are generally written phonetically under definite principles. In dealing with principles the aim is to teach such facility in their use that they may be employed effectively in constructing other words involving the same principle. In the one case we are teaching a given word-form without any relation to other words in which a given character or principle is employed, while in the other we are teaching a principle which is applied to a group of words.

There is a great economy in teaching the brief forms in this way from both the learning and the skill development point of view. Even if this were not so—that one procedure was just as good as another—there would be a decided advantage in teaching in this way, because of the value of the frequently recurring words in a natural language setting for reading and writing practice.

Now let us consider Par. 23 for a moment. An analysis shows that there are but five new, unexplained characters that the student has to learn in the form of *words* at this time—*o*, *oo*, *s*, *nd*, *b*. It is important to note that he simply learns them as *words*—not necessarily as characters. Presumably the brief forms will be taught by the use of the blackboard; the teacher will demonstrate the execution of them and develop facility in reading and writing. The student gets a direct association between the word and the sign for it. Many teachers have said that the introduction of these characters at this time greatly simplifies the learning of the *oo* and *o* hooks. Besides this, from

a useful vocabulary point of view, the mastery of these words immediately adds ability to write 16 per cent of the running words in non-technical English. That in itself is distinctly worth while. The rich character of the practice material possible with this plan will be appreciated at once if we evaluate the reading and writing material in the Anniversary Edition of the Manual.

The truth is that, in the teaching of shorthand, both analysis and synthesis must be employed. Each has its special place in the teaching of any skill subject. Automatized words are recalled by form and written from memory of the movements involved in writing them. "The proof of the pudding, however, is in the eating thereof." We have questioned dozens of teachers now using the Anniversary Manual and they are loud in their praises of this procedure in teaching the brief forms.



Teachers in Radio Shorthand Contest

IT was a source of gratification to learn of the large number of teachers who participated in the Radio Shorthand Contest broadcast from Station WOR on March 20. The contest, under the auspices of the New York City Gregg Shorthand Teachers' Association, was entered by representatives of 311 schools in the states of New York, New Jersey, Connecticut, Pennsylvania, Delaware, Massachusetts, Rhode Island, and Maryland. There was an increase of 67 per cent over the previous contest of last year in the number of schools represented. In the first contest broadcast, in 1923, but four schools took part.

In making the awards at the broadcasting studio, April 7, Mr. Nathaniel Altholz, director of commercial education in the New York City High Schools, particularly commended the work of teachers in these contests. It showed a keen professional interest in the work and was an inspiration to their students, he averred. The teachers who won in this contest were: *80 words-a-minute contest*, Mr. Erold Bradley Beach, Mechanicville High School, Mechanicville, New York; *100 words-a-minute contest*, Mrs. Helen M. McConnell, James Monroe High School, Bronx, New York City; *120 words-a-minute contest*, Miss Jeannette Kimball, Farmingdale High School, Farmingdale, Long Island, New York.

Fundamental Principles Overlooked in Shorthand Teaching

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work, the transcript may be written with marked facility. This daily practice assists in the forming of habits which will mean much in accuracy and volume of work at a later time.

Results Encouraging

In a class of fifty-two students, the average rate of typewriting speed from longhand copy in the last official typewriting test was 50.5 words a minute. The average rate of transcription speed of the same group was 33.5 words a minute, 67 per cent of the longhand copy speed. In three cases, students writing at 52, 41, and 33 words a minute from copy attained the same speed from shorthand transcription. Several others have rates closely approaching the longhand copy speed.

From student notes, the average speed was 29.6 words a minute, 59 per cent of the copy rate. Here again, three students writing at 57, 45, and 33 words a minute have speeds from shorthand equal to their speeds from longhand copy. I am convinced that when the plan has been worked out a little better and definitely worked into the regular program, the transcription speed should not fall below 75 per cent of the copy speed. It is noticeable that those students who have the most difficulty are the ones whose English work is not strong or for whom typewriting work has been particularly difficult.

There are those who argue that these drills require so much time it is impossible to consider trying to use them. The time required to give this work and check it we feel to be time which yields a return in improved work fully justifying its use. Our dictation tests are given each week. Formerly the principal difficulty encountered in these tests was a deficiency in transcription speed. While this trouble has not been entirely eliminated, it is rapidly disappearing.

I believe that the greatest weakness among teachers today is lack of vision. We are unable to see our work in its proper perspective or to realize the greatness of its possibilities. When each teacher can see his own work not only as a very important unit in a great system, but can also realize the relative value of every unit in the structure, we will be able to make better progress toward the ideal we are seeking.

PLEASE CORRECT

the entry on page 297 of your April magazine to show June 9 as the opening date of summer session at Draughton's Business College, Little Rock, Arkansas.
See announcement on page 362.

Announcement of the Winners in the \$1260 Prize Contest for Teachers

By Rupert P. SoRelle

WE were fairly swamped with contributions in the prize-winning contest, which accounts for the delay in publishing the names of the winners. In all there were 59 contestants, twenty-three of whom offered sets of papers for the entire twelve chapters of the Anniversary Edition of the Manual. To make matters still "easier" for the committee, some submitted two and occasionally three sets of papers! As a member of the committee I feel pretty sure that I did \$1260 worth of work myself—to say nothing of burning barrels of midnight oil, and taking on my shoulders a heavy responsibility.

On the whole, it was a most satisfactory contest. We have uncovered some shining literary lights. Evidently the experience gained from working cross-word puzzles has been a valuable factor in the development of skill in composition. However, no one mentioned an obi, a Ra, or an aardvark! Frankly, I never worked on a cross-word puzzle in my life, but I have heard the addicts talking about them.

This statement of my experience in this field is not quite correct. I was once a collaborator in one of the things. I remember sitting in the observation car of the Los Angeles Limited, next to a music teacher from Omaha who was busy pondering a problem. She asked me a question, the correct answer to which for some inscrutable reason popped into my head. Much joy; much appreciation. As soon as it was possible to leave for the club car without being abrupt, I did so. I had made my reputation as a savant, and was content to leave it at that.

The contest was not without its humorous situations, too. One set of papers, evidently submitted by a student, furnished the committee with a great many laughs. We should really like to give some quotations from it, but it might cause embarrassment. We also were intrigued by the naïveté of one contestant who used words that did not belong in the chapter and then listed these at the bottom of the paper under the caption, "The following words are introduced in advance of principles." That is not such a bad idea, but the rules of the contest prohibited it!

One of the astonishing features of the contest was the number that started blithely on the journey with Chapter I, and in increasing numbers lost enthusiasm as the succeeding chapters were reached. The strange part of it is that the farther one goes the easier it

is to construct meaningful material of literary merit! In the first place, when Chapter VI is completed, the Brief Forms can be eliminated from consideration, as they have all been presented and can be used freely. After the ninth Chapter is completed, all that is left of the word-building material is the analogical word-beginnings and endings. Think of what would have happened if all the contestants had reversed the operation and started with Chapter XII. We shudder!

On the other hand, the early chapters are a challenge. Undoubtedly they were approached with the idea that they were worthy of the utmost intellectual effort and literary skill—something to be played as a game—to win in a sportsmanlike way. This attitude toward the contest was obvious, and it showed a fine professional spirit.

We regret that much of the exceedingly clever material could not be considered, because of defects in the fluency of the language, but for packing in large numbers of words coming under the principle it was admirable. Those of us who have had experience in constructing this kind of material realize the difficulty of keeping out words that come under principles not yet discussed in the Manual, while at the same time keeping the material interesting and the language natural. Some of the contestants were singularly gifted in this respect, and moreover their work was carefully graded.

The contest has resulted in excellent practice material which we can incorporate in the *Gregg Writer* and in supplementary books.

We want to say again that we are grateful to teachers for their interest in the contest. It is just too bad that everybody did not win a prize, is the way we feel about it. Teachers, we thank you for your coöperation. In the end you will be the winner, whether you won a prize or not.

Following is the list of those who were awarded prizes:

Chapter I

1. Samuel Hoffman, Brooklyn, New York
2. Mrs. Clema Grove, Oaktown, Indiana
3. Daisy M. Bell, Cicero, Illinois
4. Sister Mary Paul, O.S.F., Salem, South Dakota
5. { Minnie Vavra, St. Louis, Missouri
Nellie V. Smith, Hutchinson, Kansas
Mary McCully, Detroit, Michigan
Laila M. Kilchenstein, Grove City, Pennsylvania

Chapter II

1. Mrs. Edith Tatroe, Council Bluffs, Iowa
2. Mary Winston Jones, Marquette, Michigan
3. Martha E. Bowen, New York, New York
4. Minnie Vavra, St. Louis, Missouri
- { Daisy M. Bell, Cicero, Illinois
 Mrs. Clema Grove, Oaktown, Indiana
 Marie Mahaffy, South St. Paul, Minnesota
 Mary McCully, Detroit, Michigan
 Maria Hart, Santa Barbara, California

Chapter III

1. Mary Winston Jones, Marquette, Michigan
2. Eleanor M. Rucker, Los Angeles, California
3. Marie Mahaffy, South St. Paul, Minnesota
4. Maria Hart, Santa Barbara, California
- { M. Emma Eichelberger, Harrisburg, Pennsylvania
 Clyde Rowe, Pittsburgh, Pennsylvania
 Mrs. Noreine Long, Villisca, Iowa
 Mary McCully, Detroit, Michigan

Chapter IV

1. Martha E. Bowen, New York, New York
2. Sarah Blakely, Eureka Springs, Arkansas
3. Mary Winston Jones, Marquette, Michigan
- { M. Emma Eichelberger, Harrisburg, Pennsylvania
 Maria Hart, Santa Barbara, California
 Mrs. Noreine Long, Villisca, Iowa
 Mrs. Edith Tatroe, Council Bluffs, Iowa
 Inez M. Elder, West Hartford, Connecticut
 Blanche Southard, Columbus, Ohio
 Mildred Smith, Joliet, Illinois

Chapter V

1. Sarah Blakely, Eureka Springs, Arkansas
2. Martha E. Bowen, New York, New York
3. M. Emma Eichelberger, Harrisburg, Pennsylvania
- { Olive Mallow, Wilmington, Ohio
 Edith Hess, Monticello, Arkansas
 Mrs. Edith Tatroe, Council Bluffs, Iowa
 Eleanor M. Rucker, Los Angeles, California
 Mrs. Noreine Long, Villisca, Iowa
 Mary Winston Jones, Marquette, Michigan
 Daisy M. Bell, Cicero, Illinois

Chapter VI

1. Nellie V. Smith, Hutchinson, Kansas
2. Edith Hess, Monticello, Arkansas
3. Inez M. Elder, West Hartford, Connecticut
- { Sarah Blakely, Eureka Springs, Arkansas
 Maria Hart, Santa Barbara, California
 Mildred D. West, Swedesboro, New Jersey
 Daisy M. Bell, Cicero, Illinois
 Mrs. Noreine Long, Villisca, Iowa
 Clara Beardsley, Sioux Falls, South Dakota
 Mrs. J. P. Peterson, Minneapolis, Minnesota
 M. Emma Eichelberger, Harrisburg, Pennsylvania
 Mrs. Clema Grove, Oaktown, Indiana
 Mary Winston Jones, Marquette, Michigan

Chapter VII

1. M. Emma Eichelberger, Harrisburg, Pennsylvania
2. Daisy M. Bell, Cicero, Illinois
3. Mary Winston Jones, Marquette, Michigan
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The way to keep the greatest things in life is to give them away. The singer his voice, the poet his song, the artist his imagination, the strong man his muscle, and every man his personality. Success does not operate apart from personality.

—C. H. Holcomb

The Teaching of Typewriting

By Harold H. Smith

Educational Director, Gregg Publishing Company

How Best to Learn (and Teach) Typing

(Continued from the April issue)

THERE is one other application of the phonograph that is worth mentioning. We refer to the perfection of the return of the carriage.

Carriage Return Drill

The place for this drill is a matter of opinion. The writer once took the common point of view that correct carriage-return movement should be taught at the outset in order to prevent practice in doing the thing wrong; but he has gradually come to a realization that this is only a theoretical consideration. In the early lessons the major technique problem of "how to practise" individual key-stroking and combination movements is of far greater importance. He has learned that the introduction of less important objectives diminishes the apparent importance of the greater aims in the student's mind; hence, his feeling that this drill on an essentially minor technique may well be omitted until the student has learned how to practise to the best advantage on single-stroke and combination levels. He would therefore introduce the carriage return as a part of the "how to practise continuous matter," whether disconnected words or thought-containing sentences.

Presenting the Idea

As usual, the operation must first be presented to the student's mind. To this he must react mentally in a correct manner. He will then be ready to attempt the operation itself. After some experience in performing the operation, the phonograph may be introduced as a speed and fluency control, but it must be remembered that the carriage return is essentially a *slow* operation, and the instructor must guard against asking the student to attempt an impossible speed of execution.

Through careful demonstration of each step the teacher will show how time may be saved by

1. Making the correctly speeded and energized reach from the home row to the line-space lever, taking up the *slack* play that exists in all machines as a part of this movement;

2. The return movement, involving correctly speeded and directed effort so as to reassume the right home position with fluency and accuracy.

The necessity for taking up the slack in the line-space lever as a part of the reach-to-the-lever from the keyboard must be emphasized. Wherever regimentation of mass drill is worshipped as the measure of teaching success we find teachers calling: "1 (for the reach to the line-spacer), 2 (for the carriage return), and 3 (for the return of the hand to the keyboard)." But the efforts are not made that way. Nor should the paper be advanced by a slight further movement of the line-space lever on the first count, as some teachers treat it.

All drill should be based primarily on the ultimate operation itself; and the return of the carriage naturally divides itself into a slightly energized reaching movement, followed by a skillfully delivered "throw" which neither racks the line-spacing mechanism by being too powerful, nor the carriage frame by being either too powerful or too long sustained; yet which sets the carriage at the right point for commencing the next line. The hand does not follow the carriage movement to its limit, but returns to the home position in time to start key-stroking on the instant the carriage is set for the next line.

The 1-2-3 count is artificial and does immeasurable harm. It cannot teach the typist to return the carriage correctly, because it forces him into wrong movement, wrongly energized. We have here an example of fallacious teaching theory—the invention of dangerous drills to systematize the technique of teaching rather than to promote the real needs of the pupil.

Assimilation

Let us adopt the command "Reach" for step 1, and "Return" for step 2.

Set margins for a 70-space line. Set carriages at about 60 on the scale. Single-space between lines. Either a simple 6-repeat or short-word drill should be chosen, thus:

(For right-hand carriage returns)

ffffff f f f f f f f f

or
fur
fur
(For left-hand carriage returns)
ffffff

jjjjjj
or
jug

Use the carriage-release lever (operating it with one hand only) to place the carriage at 60 on the scale after each effort.

The teacher should demonstrate the complete operation apart from any actual typing—directing the learning effort to the thing-to-be-learned, thus: calling, "Reach" (doing it and pausing); "Return" (completing the operation, stressing the return to the home keys). Draw attention only to the *accuracy* of each movement. Have the students call the commands and make the movements with you. Allow some pause after each step, but make command and action simultaneously—thus linking thought with action.

After a few complete efforts, begin to eliminate the pause between the two commands, but maintain pause after the second step before again setting the carriages at 60 on the scale. At a certain point the two steps will merge into a single continuous effort. When this point is reached, the command, "Reach," may be dropped and the whole operation set off by the command, "Return."

Some teachers use the command, "Shift," but, while this has the merit of being a monosyllable, it has the disadvantage of applying to the shifting for capital letters as well. If "Return" becomes too slow, use the command, "Turn" or "Back."

Final Drill Stages

Introduce the command, "Set carriages," before the operation. We are now ready for the full drill cycle, as follows:

TEACHER COMMANDS	STUDENTS SAY AND EXECUTE
1. Set Carriages	Set Carriages
2. <i>j</i> (drawled)	jjjjjj (right-hand returns)
or <i>f</i>	ffffff (left-hand returns)
3. Return	Return Carriages
<i>f</i> (drawled)	ffffff (left-hand returns)
or <i>j</i>	jjjjjj (left-hand returns)

(Allow a pause, and repeat until reasonable unison is secured.)

We are now ready to introduce the phonograph. The mechanism for the drill has been set up and the students know just what to do. Subsequent drill should be *individual* in character. It is not necessary that the class work in military precision.

Drilling to Music

Set carriages at will, regardless of the music. Command the writing at the end of the line, so it will fall upon the first part of the commencing measure. Command "Return" so it will fall upon the last part of the same measure. Command the typing at the beginning of the line, so it will fall exactly upon the first part of the next following measure. Allow a pause for relaxation and the setting of the carriages.

If difficulty is experienced in completing the six strokes and returning the carriage ready to write the second set of six strokes before the end of the first measure, shorten the stroking group to five or four letters, but be very careful that correct stroking is used. What is typed is not so important as *how* it is typed!

If words are used instead of letters, it may be found that three-letter combinations, such as *fur* and *jug*, have been so well mastered that there is a considerable pause between the return of the carriage and the first beat of the next measure. In that case, increase the length of the word by writing a four-letter, then a five-letter word, choosing one that starts with the opposite hand from that used in returning the carriage. Later, words commencing and, if possible, ending with the hand used in returning the carriage may be tried.

Time Saved in Carriage Returns Greatly Increases Speed

A set of drills as here outlined may very well occupy most of the class period the day they are introduced. The importance of the operation warrants this. Also, on the days immediately succeeding, careful review and perfection of the exercises should be arranged. The time spent will rapidly diminish as mastery is attained. Except for corrective work with individuals and small groups, there is no point in conducting such drills after the first month of the course. By this time the student should have perfected the operation so that he can seek to improve it directly as he writes continuous matter in the real situation in which he must ultimately employ his skill.

I well remember how one of the world's fastest typists doubled her speed (output) in two weeks by improving her ability to keep her carriage moving all the time; that is, by keeping her eyes fixed on the copy, writing continuously, and returning the carriage without loss of time.

The best intensive drill on the continuous-matter level is to time oneself on the typing of two or three lines of matter, repeating the effort over and over again until the shortest possible time has been attained.

The Underwood speed typists in recent years

have developed a long line-space lever that hangs low over the keyboard, because with it they are able to save one-fifth of a second on each line. This meant about two words a minute increase in their gross speed (output).

(To be continued next month)

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meeting
of the
committee
on the
subject of
the
reform of
the
English
language
in the
year 1864

Let's Talk It Over!

A Few Words from Our Readers on Transcription Test Requirements

In a Discussion Opened by Florence E. Ulrich

Editor, Gregg Writer Art and Credentials Department

WE are publishing this month some extracts from letters received from teachers interested in the discussion of Transcription Test requirements which has appeared in the October and April *American Shorthand Teacher*.

An Early Response

One of the first letters received was from Mrs. J. P. Peterson, well-known teacher of Humboldt College, Minneapolis, Minnesota. Her method of preparing students for the certificate tests may be of interest to other teachers coping with the element of nervousness during these tests.

"To my mind, 95 per cent is a sufficiently high standard for the certificate tests. If it were higher, the slow ones, as well as the nervous ones, would be likely to become discouraged and quit before getting any of them. A higher standard would be all right, if students were equally adept—but they are not. The quick ones get 98 per cent or 99 per cent as it is.

"There is another element that enters into the matter: Students have a tendency to be under a tension when taking a test, especially when they are timed. Consequently, the certificate tests will not be so well done as their daily transcription. Some allowance should be made for that—and the 95 per cent minimum does make that allowance.

Conducting a Certificate Class

"In order to overcome this matter of nervousness, I have adopted the plan, of late, of having a daily class called The Certificate Class. All students who are ready to try for the certificates enter this class. First, I read a 60-word test. All take it down in shorthand. The slow ones are then excused, after leaving their notes on my desk. Next, I read the 80-word test; the intermediate students then leave notes and pass out. Finally, I read the 100-word test for those remaining, likewise retaining notes. I then hand the notes over to the teacher of typewriting, who meets all the transcribers at a stated hour, and times them. She takes up the papers, and checks the spelling and strike-overs, after which she

leaves them on my desk. The following day I return them to the students, and let them complete the checking. Usually a student reads the matter as I check the paper, and in this way I make the rounds of the class and work in a little special criticism.

"I have saved all the tests from New York ever since I started using them, and they are very handy for this work. By the time the slow ones have transcribed the 60-word test, they are usually speedy enough to try for the 80-word certificate, and the same is true of the 80-worders, who will be about ready for the higher certificate test, so it works out beautifully.

"This is a fluent class, as you will see, but it comes closer to following the 'certificate' plan than any other. The students like it, and it helps them to feel at home when the real monthly test comes along. In fact, they have a pretty good idea beforehand of whether or not they will 'make it.'

"I am giving this plan to you, and if you think it a good one you may tell others about it in the magazine. It works well with us."

Suggests Shortening Transcribing Time

Miss Eleanor Skimin, of Northern High School, Detroit, Michigan, brings up another point when she writes:

"I read your discussion of Transcription Test Standards in the October *American Shorthand Teacher*. I quite agree with you that these tests are made with the idea of serving all types of schools, and for this reason you could not make such changes as would fit particular schools or teachers.

"I am wondering if perhaps the time of transcribing the test might not be shortened somewhat so as to put a premium upon the rate of transcription. According to the old plan, I believe the rate of transcribing would be very low, and we are making attempts in our school to raise the transcribing rate so that it will be somewhat in keeping with the type-writing rate. This is merely a suggestion, and I am not at all sure that your tests need such changes."

Miss Skimin's suggestion to shorten the time allowed for transcription is open for discussion. Here again, of course, teachers are

at liberty to set a time requirement for transcription in accordance with the schedule in their own schools. However, it is an important question and might properly be discussed here. So let us have expressions from other teachers on the subject.

Adopting Higher Accuracy Rating for Seniors

Mrs. Marion F. Woodruff, of the High School at Gloucester, Massachusetts, registers another view of the matter.

"May I register my pleasure at the changes which have been made in the Transcription Test regulations for this year? While it was always in the range of possibility for a teacher to fix a standard on these Transcription Tests, provided the standard was higher than the one suggested in the printed rules, it was quite human to allow the pupils to submit papers which contained a large number of errors.

"In my senior classes this year, I shall certainly expect the papers to reach 98 per cent accuracy before sending them to you. Since the junior year is the first one in which my students study shorthand, I may allow them to pass their papers in with 95 per cent accuracy in order to encourage them to continue their shorthand work in the senior year. I am also glad that we shall have a broader opportunity for getting the bronze medal."

Suggests Adding "Mailability" Requirement

And still another element is introduced by Mrs. Frances D. Smith, of the Monroe Junior-Senior High School, Rochester, N. Y. Mrs. Smith writes:

"Your article in the October *American Shorthand Teacher* on the Gregg Writer Transcription Tests holds more than a little interest for us, because we have been discussing the discrepancy between the Gregg Writer Transcription Tests and the Regents' requirements of New York State.

"We have used the Transcription Tests for almost as many years as they have been issued, and up to this year we have used them as a means of measuring pupils' ability at the various rates of speed as well as to encourage competition. We have come to feel, however, that the discrepancy between the requirements for these tests and the requirements for the Regents' is so very great, and our time is so limited, that we can not attempt to meet both standards.

"We are obliged not only to pass the Regents' but we want our people to measure up when they go out into the business world. Now the Regents stress mailability. They require four letters out of six, each letter approxi-



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mately 120 words long, these four letters to be transcribed in eighty minutes. Is it possible or is it advisable for the Gregg Company to alter the type of transcription tests they now give so as to bring in the element of mailability?

"Of course, we are aware that the Gregg Company is wielding an educational force throughout the United States, and that New York State is only a small portion of its sphere of activity, but we wonder if this change would not be beneficial to other sections of the country as well as to New York State pupils."

The element of mailability is important, particularly in the advanced, or 100-word group, since 100 words a minute is the requirement for graduation in many schools, and students about to be graduated should be qualified to turn out mailable letters. However, there is a difference between taking a five-minute dictation test at 100 words a minute, and taking down and transcribing letters in a business office. For one thing, a business man ordinarily does not dictate at a given rate of speed for any specified time. He may hurl a sentence or two at the stenographer at the rate of 125 words a minute, and then settle back in his chair for fifteen or thirty seconds to think of what he wants to say next. A straight five-minute test is much harder to get.

"Office" Standards Not Yet Feasible

The Transcription Tests aim to measure speed, endurance, and accuracy of shorthand writing. That is about all they can hope to do now. We recognize, of course, that this is not production standard. But, as we said before, commercial training in general has not progressed to the point where school standards are office standards. Much progress has been and is being made, it is true, but still much remains to be done. For instance, judged by office standards, 80 minutes for the transcription of 480 words is too much time. We would not be able to use a stenographer in this office who could not transcribe faster than that.

Assuming that students writing a hundred words a minute in shorthand can write forty words a minute on the typewriter, they should with what practice they have had in transcription be able to coordinate the two skills efficiently enough to transcribe at the rate of sixteen or seventeen words a minute. Thirty minutes, therefore, should be sufficient time for the transcription of five hundred words. That is the practical standard of the business office, the pace set for commercial training. While there are schools doing this grade of work, generally speaking this skill has to be developed in the business office.

Isn't "Verbatim" Transcript Still Safest Training Requirement?

Since so many elements must be considered in a discussion of office production, we believe, for the present at least, the problem is best handled by the individual teacher in accordance with the requirements of the school and the needs of the community. The Transcription Tests were designed to measure technical skill in speed and accuracy of shorthand writing and transcription. A high degree of accuracy and skill on such a test is fairly good evidence of a student's ability to write and read shorthand, and is the foundation upon which to build transcription skill. We have used the prevailing method of determining the student's progress at this point by charging him for the number of errors he makes. The possible variations in text, which in themselves might not detract from the mailability of a letter, would not necessarily represent a true criterion of the student's ability to take shorthand verbatim at a given speed and transcribe it with a fair degree of accuracy. I have known some stenographers who were able to turn out mailable letters with only a few notes to guide them, but these stenographers would not venture to take positions requiring verbatim reporting of matter dictated, because they know they cannot "make the grade." There are many positions available requiring "verbatim" skill.



Attention, Business Colleges and Summer Schools!

BECAUSE of the need expressed by teachers in business colleges and schools conducting teacher-training courses, for T. T. service, the Junior Transcription Tests at 60, 80, and 100 words a minute will be published during July and August this year, and each year hereafter. This will give schools offering summer sessions an opportunity to present this certificate activity and secure certificates and awards. While the general mailing of tests for this year concludes with the June copy, Junior

Test material will be mailed during July and August to all the private schools on our T. T. mailing lists, and to as many other schools conducting summer sessions as request it.

The test material for the medals will be issued in August. The tests will be ready the last week in July, and available then and during the month of August. Since only one set of medal tests will be available, however, we

(Continued on page 372)



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The Sap Is Rising

And the teacher-demand is beginning. This is written March 1, and already we have calls from the Pacific Coast, the Rocky Mountain district, the Atlantic Seaboard States, and New England. New teachers are enrolling daily. We expect an active season. May we help you?



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DICTATION MATERIAL

to Shorthand Plates in *The GREGG WRITER*

Edison's Stamp on World's Work

The Story of Wonderful Things Discovered and Great Things Attained

By Allan L. Benson

Edison has lived and worked so long that the present generation takes him for granted, so to speak! His inventions²⁰ are as much of their world as the sun, the stars, or the ground beneath their feet—fixed things that⁴⁰ seem always to have existed. Most persons on earth today never knew a time when there was no incandescent electric⁶⁰ light. Only a few more are old enough to recall the days when there were no electric railways and phonographs.⁸⁰ Most of those who go to see motion pictures were not here when the first motion pictures were shown; and¹⁰⁰ of the millions who use the telephone only a small percentage recall the fact that it was Edison who converted¹²⁰ Bell's toy into a triumph.

Edison has worn out and outlived more groups of assistants than he himself can remember.¹⁴⁰ Most of the members of the "insomnia squads"—as he called them—who toiled with him over the electric light,¹⁶⁰ sometimes for four or five days at a stretch, are dead. When these men lived, the young men who are¹⁸⁰ working with Edison today were not born. But Edison goes on and on.

Those who came to this earth long²⁰⁰ after Edison began his work may be interested in knowing just what he has done.

AN EARLY DEVICE THAT WORKED TOO WELL

Three inventions, made when he²²⁰ was a boy, show the playful side of his character, which no one should overlook because, in his old age,²⁴⁰ it still persists. One was an automatic device, controlled by a clock, to report by telegraph to his boss, at²⁶⁰ hourly intervals during the night, that he was awake and on the job. Edison, then a boy of eighteen, was²⁸⁰ a railway telegraph operator. It was no trouble for him to call his main office and sign the initials of³⁰⁰ his station, but the lure to make the thing automatic and mechanical was too much for him. The clock-device³²⁰ was made and worked perfectly but when the boss came around and saw it Edison had to take it out.³⁴⁰

Edison's next invention was what he called a "rat paralyzer." The Western Union office in Boston where he worked was³⁶⁰ overrun with rats. Edison strung two parallel wires across their runway, and loaded them with

electricity, after which the rats³⁸⁰ were electrocuted as rapidly as they sought to set foot on his invention.

Another telegraph office in which Edison worked⁴⁰⁰ had formerly been a restaurant and was full of cockroaches. Edison laid two sheets of tin foil side by side,⁴²⁰ a quarter of an inch apart, attaching one sheet to the positive and the other to the negative pole of⁴⁴⁰ a strong battery. As the cockroaches tried to pass from one sheet to the other their bodies closed the circuit⁴⁶⁰ and they went up in puffs of smoke.

At the age of twenty-one, Edison stopped joking and got down⁴⁸⁰ to business. On October 13, 1868, he applied for the first of more than fourteen hundred⁵⁰⁰ patents that were later to be issued to him.

HIS FIRST PATENT TEACHES HIM A LESSON

He had invented an electrical device to record the votes of⁵²⁰ members of legislative bodies. All a member had to do was to touch a button at his desk and a⁵⁴⁰ calculating machine at the presiding officer's desk immediately gave the totals for and against the measure voted upon. Edison had⁵⁶⁰ not taken into consideration that such a machine was exactly what legislative bodies do not want. The prospect of a⁵⁸⁰ long roll call oftentimes serves a purpose, so Edison's first patented invention served to teach a lesson. The lesson was⁶⁰⁰ that it is useless to invent what nobody wants.

In November, 1875, Edison came within an⁶²⁰ eyelash of inventing the radio, but did not know it. He discovered a certain phenomenon, unnecessary to describe because of⁶⁴⁰ its technical character, to which scientists gave the name "Edison effect." This discovery is the basis of the present radio⁶⁶⁰ tube. Without it, radio tubes could not be made.

THEN EDISON STARTED A BANK ACCOUNT

Edison's first great invention was in the field of telegraphy. Up⁶⁸⁰ to his time it had been possible to send only one message on a wire at a time. Edison first⁷⁰⁰ solved the problem of sending two messages in opposite directions over the same wire at the same time and later⁷²⁰ increased this, step by step, to eight messages each way at a time. About this time, Edison also invented a⁷⁴⁰ stock ticker. He had been desperately poor all the while, but now he was in sight of money. The head⁷⁶⁰ of the Western Union sent for him to settle up. The company wanted to buy his patents for

the stock⁷⁸⁰ ticker and the various telegraphic devices. Edison had determined in his own mind that his patents were worth five thousand⁸⁰⁰ dollars, though he would take three thousand dollars. He was sharp enough, however, when asked his price, to request the⁸²⁰ Western Union man to make an offer. The offer was forty thousand dollars.

Edison nearly dropped dead. The check⁸⁴⁰ was made out and Edison took it to the bank. The cashier looked at it a moment and said something⁸⁶⁰ that Edison, because of his deafness, could not hear. The cashier handed the check back and Edison instantly came to⁸⁸⁰ the conclusion that it was no good; that some trick had been played upon him. It never occurred to him⁹⁰⁰ that it was necessary for him to be identified to get the cash and to indorse the check. The next⁹²⁰ day the Western Union man showed him how to start a bank account.

SOME BOOKKEEPING DIFFICULTIES WERE OVERCOME

Edison next started a manufacturing establishment in⁹⁴⁰ Newark, New Jersey. He began with no bookkeeper. Instead, he had two hooks. On one hook he stuck bills and⁹⁶⁰ on the other he placed memoranda of what he owed.

But when business became pressing, Edison decided to install a⁹⁸⁰ bookkeeper. Things were in such a tangle that the bookkeeper had quite a job. Eventually he waded through the mess¹⁰⁰⁰ and announced that the concern, during the preceding month, had made a profit of three thousand dollars. That made Edison¹⁰²⁰ feel so good that he gave a banquet to his force. A few days after the banquet the bookkeeper said¹⁰⁴⁰ he had made a mistake in his first calculation and that instead of making three thousand dollars the month before,¹⁰⁶⁰ the business had lost five hundred dollars. That was not so good. But the next week, after laboring some more¹⁰⁸⁰ over his books, he told Edison that his second figure was wrong and that the business had made a profit¹¹⁰⁰ the preceding month of more than seven thousand dollars, which turned out to be correct.

EDISON MAKES BELL'S TELEPHONE PRACTICAL

For some work that Edison¹¹²⁰ did on the quadruplex telegraph, Jay Gould paid him thirty thousand dollars. But Edison did not long work for Gould.¹¹⁴⁰ The Western Union wanted him to work on the telephone, which Bell had just brought out. Bell's phone was not¹¹⁶⁰ practical. It employed a single device for both transmitter and receiver and there was no privacy about it. It blah-¹¹⁸⁰ blahed whatever it had to say all over the room. Edison invented the carbon transmitter which was in use for¹²⁰⁰ many years and made other improvements that converted Bell's toy into a practical, commercial device. For a long time he¹²²⁰ could not make his transmitter say the word "sugar" clearly; and he says that, to this day, telephonic conversation is¹²⁴⁰ largely a matter of knowing what the other fellow is

talking about. "If you do not believe this," he said,¹²⁶⁰ "try reading a drug catalogue to somebody and see how much of it he gets."

One of Edison's inventions was¹²⁸⁰ a loud-speaking telephonic device which could be heard for five or six blocks in every direction. He also invented¹³⁰⁰ the microphone which in its improved form is now in use in all radio broadcasting stations.

When it came to¹³²⁰ settling with the Western Union for what Edison had done on the telephone, Edison had in his own mind the¹³⁴⁰ figure of twenty-five thousand dollars as the sum that would cover the value of what he had done. But¹³⁶⁰ again he asked the Western Union man to make him an offer. The offer was one hundred thousand dollars. Edison¹³⁸⁰ accepted on condition that the money should not be paid to him in a lump, but at the rate of¹⁴⁰⁰ six thousand dollars a year for the seventeen years during which the patents would live. He knew he would spend¹⁴²⁰ the money in a year or two in experiments if he were to get it all at once. A little¹⁴⁴⁰ later Edison received another one hundred thousand dollars from the Western Union, with the provision that it be paid at¹⁴⁶⁰ the rate of six thousand dollars a year for seventeen years. This was for a number of telegraphic inventions including¹⁴⁸⁰ the motograph, a device by which messages were automatically repeated from station to station, thus making it possible to cover¹⁵⁰⁰ great distances.

Edison sent a number of men to England to install his loud-speaking telephone and shortly afterward received¹⁵²⁰ a cable offering him "thirty thousand" for the English rights. He accepted by cable and was considerably surprised when the¹⁵⁴⁰ check came to find that it was for approximately one hundred and fifty thousand dollars. Edison thought the Englishman was¹⁵⁶⁰ cabling about dollars when, as a matter of fact, he was talking about pounds.

VALUED FIRST PHONOGRAPH AT \$10

The phonograph, which Edison invented in¹⁵⁸⁰ 1877, grew out of his work on the telephone. Observing the vibrations of a diaphragm when¹⁶⁰⁰ actuated by the human voice, Edison had playfully arranged a number of miniature paper dolls that danced as the diaphragm¹⁶²⁰ vibrated. The more he thought about the dancing dolls the more he wondered if the vibrations, when recorded in the¹⁶⁴⁰ form of indentations upon tin foil, could not be made to actuate another diaphragm and thus reproduce sound. In this¹⁶⁶⁰ case, as in all others when he wanted to make an experiment, he drew a picture of what he wanted¹⁶⁸⁰ and handed it to a workman to fashion the device. It was also Edison's custom to mark on the drawing¹⁷⁰⁰ the sum that he was willing to pay for making the instrument. Edison's first phonograph was very simple, so the¹⁷²⁰ sum that he marked on the drawing was ten dollars. The machine was nothing but a cylinder, wrapped with tin¹⁷⁴⁰ foil, a crank to turn the cylinder, a needle, a diaphragm, and a horn. The workman asked for what the¹⁷⁶⁰

machine was intended. Edison told him that it was something that would talk. The word went around the shop that¹⁷⁸⁰ Edison thought he could make a machine that would talk just by turning a crank, and there was a great¹⁸⁰⁰ deal of laughter. Edison's own men had not yet learned what he could do.

When the machine was done Edison¹⁸²⁰ turned the crank and repeated into the horn the little verse about "Mary had a little lamb." Then he brought¹⁸⁴⁰ the needle back to the beginning of the indentations and turned the crank again. Edison had expected, at the best,¹⁸⁶⁰ only a few sounds, with perhaps a word or two that could be understood, but to the amazement of himself¹⁸⁸⁰ and everybody else every word came back at him in his own voice.

The story of what had happened got¹⁹⁰⁰ into the newspapers and when Edison, a day or two later, took his phonograph over to the office of the¹⁹²⁰ *Scientific American* in New York, such a crowd gathered around the building that police had to be called to clear¹⁹⁴⁰ the streets.

A TEN O'CLOCK SUMMONS TO WHITE HOUSE

Word came from Washington that they would like to see and hear the phonograph, so Edison took it¹⁹⁶⁰ to the national capital. He was amazing a company in a private residence about ten o'clock at night when he¹⁹⁸⁰ received a message from President Hayes inviting him to the White House. Edison responded and found in the old mansion,²⁰⁰⁰ besides the President and his wife, quite a company of Cabinet officers, Senators and Representatives. Edison put on a new²⁰²⁰ piece of tin foil and spoke into the horn the little verse about "There was a little girl who had²⁰⁴⁰ a little curl right in the middle of her forehead," which would have been all right if Roscoe Conkling had²⁰⁶⁰ not been there with a little curl right in the middle of his forehead. Conkling thought Edison was making sport²⁰⁸⁰ of his curl, which was always the subject of newspaper banter, and left in a huff. But the others stayed²¹⁰⁰ and Edison stayed and it was three o'clock in the morning when Edison took his little machine under his arm²¹²⁰ and went to his hotel. The little machine, by the way, has for years been in the museum at South²¹⁴⁰ Kensington, England.

As we have seen, the phonograph started with a great rush of publicity, but it soon stopped short.²¹⁶⁰ Edison's idea was that it should take the place of stenographers. He tried to fill this field but failed. The²¹⁸⁰ machine was crude, of course, in comparison to what it now is, but Edison said that stenographers did all they²²⁰⁰ could to crimp it. At any rate, the phonograph was dead for more than ten years, until one day some²²²⁰ of Edison's men, after they had finished their lunch, sang into it, and Edison noticed that the men seemed to be²²⁴⁰ vastly entertained by the songs. This gave him an idea and he began recording music on the phonograph. After that,²²⁶⁰ there was no difficulty about marketing the phonograph. Now there are ten million phonographs in the United States alone.

The²²⁸⁰ song that was sung after lunch that day had great results.

HIS HARDEST WORK PRODUCES INCANDESCENT LIGHT

In 1877 Edison went to²³⁰⁰ work on the device that probably brought him more fame than any of his other inventions—the electric light. Arc²³²⁰ lights existed, but the problem was to subdivide the current and thus make it possible for a great number of²³⁴⁰ small lights to draw current from a single wire. Edison was not the first to think of it, but everybody²³⁶⁰ who had thought of it said it could not be done. Quite naturally, when Edison did it there was a²³⁸⁰ great deal of scientific incredulity about his reported achievement. The story of what he did and how he did it²⁴⁰⁰ is so technical that nobody but an electrician could understand it, but it may be remarked in passing that his²⁴²⁰ work with carbon, in connection with the telephone, was of great assistance to him. One of his problems was to²⁴⁴⁰ find the best material for a filament, and he had tried many things, including carbonized cotton thread. A palm-leaf²⁴⁶⁰ fan gave him the idea of using bamboo for filament, and he discovered that it worked better than anything else²⁴⁸⁰ he had tried up to that time. Bulbs were made that gave light for several hours at a time. Edison²⁵⁰⁰ sent men to India, Japan, China, Java, and South America to see if they could find types of bamboo that²⁵²⁰ were still better suited to his purpose, and one or two of them succeeded. Bamboo was used for years, but²⁵⁴⁰ later gave way to metals which are now used.

Probably the hardest work of Edison's life was done on the²⁵⁶⁰ incandescent light. It was not merely the light that had to be invented, but everything connected with it, from lighting²⁵⁸⁰ stations to meters to measure the current. Scores and scores of patents tell the story of his activity, and his²⁶⁰⁰ work was done so well that it still stands. The electric lighting system that he invented fifty years ago is,²⁶²⁰ in its fundamentals and many of its details, the system that is used today. The first electric lighting station in²⁶⁴⁰ America was established in New York in 1882.

"STEPPING-UP" THE DYNAMO TO COMMERCIAL CAPACITY

Edison next turned his mind to the generation²⁶⁶⁰ of electric power. The dynamo existed, but it was no more than a laboratory toy. Its defect lay in the²⁶⁸⁰ fact that it gave back but forty per cent of the power put into it, and electrical authorities, the world²⁷⁰⁰ over, said that this was the best that could be done. Edison never had much respect for electrical authorities when²⁷²⁰ they were telling what could not be done. He went to work and for a while got no tangible results.²⁷⁴⁰ But eventually he passed the mark of what scientists said was the limit of what could be achieved. "Now," he²⁷⁶⁰ said, "having proved that they do not know what they are talking about, we will go to work." He continued²⁷⁸⁰ to work

until his dynamo returned ninety-two per cent of the power that had been put into it. He²⁸⁰⁰ said he believed he could have made it still more efficient, but ninety-five per cent was enough to make²⁸²⁰ it commercial.

Without Edison's work on the dynamo, not an electric car could operate anywhere, nor a plant driven by²⁸⁴⁰ electricity.

MOTION PICTURE MACHINE CLIMAXES NUMEROUS INVENTIONS

Edison's motion picture machine was patented on November 22, 1877. The idea was not new. It²⁸⁶⁰ had long been known that the retina of the eye holds one impression long enough to blend it with another²⁸⁸⁰ provided the subsequent one comes quickly enough. Men had tried to make motion picture machines, but with no success worth²⁹⁰⁰ mentioning. Edison succeeded because he put the same brain behind it that invented the incandescent electric light and for the²⁹²⁰ further reason that extremely sensitive photographic plates made of gelatine were at hand. Glass plates would not do for motion²⁹⁴⁰ pictures.

The full story of Edison's inventions is the story of more than fourteen hundred patents, but what²⁹⁶⁰ has been set down here covers the high spots. Hundreds of his inventions represented improvements upon earlier inventions of his²⁹⁸⁰ own. In addition to the inventions noted here, Edison invented the mimeograph, the tasimeter, which is so sensitive to heat³⁰⁰⁰ that it registers the heat from distant stars, the messenger call box, telegraph alarm and signal boxes, pneumatic stencil pens,³⁰²⁰ apparatus for drawing wire, magnetic ore separator, electric locomotive, nickel storage battery, and a process for burning Portland cement.

After³⁰⁴⁰ the United States went into the Great War, Edison made forty-two war inventions for the Government among which were³⁰⁶⁰ devices to detect the presence of submarines and to blind submarine periscopes.

Such, in brief, is the story of the³⁰⁸⁰ greatest inventor of this or any other age—a man whose fame is so "far flung" that Marshal Foch, when³¹⁰⁰ he was introduced to him in New York, bowed low and called him "the grand Edison." (3116)—From the "Dearborn Independent."

Drills on Chapter X

Dear Sir:

We are looking for a contractor to tear down an old building which is detrimental to our business²⁰ and to construct one in its place which will have a beautiful exterior and a convenient interior. We are extremely⁴⁰ anxious to get this work started as soon as possible so that we may reconstruct our business. This building⁶⁰ will be centrally located in the town and well lighted with electric lights. If you are interested in entering into⁸⁰ a contract with us, let us know and we shall give you further instructions as to our plans.

Very truly¹⁰⁰ yours,

Dear Sir:

We need an intelligent young man for the position of instructor in music in our school. He¹²⁰ should be able to play several instruments. He will have to take an active interest in planning concerts as we¹⁴⁰ often entertain the people in our town in this way. If you are interested in this position, we should like¹⁶⁰ to enter into a contract with you, to become effective the first of next month.

Yours truly,

Gentlemen:

I hear¹⁸⁰ that you are organizing a company for the reclamation of waste land in your state. I am inclined to believe²⁰⁰ that this is a magnificent movement to aid agriculture, as the shortage of water in that section has hindered crops²²⁰ to a great degree. A few people in our city are suspicious that this undertaking may spring from a selfish²⁴⁰ motive, but we decline to share their belief. We are interested to know what superintendent will supervise the work. The²⁶⁰ project is of such great magnitude that he should be a man of great self-control, as he will no²⁸⁰ doubt be aggravated many times by the actions of short-sighted people who will try to interfere with the progress of³⁰⁰ the work.

I have a friend, Mr. McManus, who would like to undertake this work and who has had wide³²⁰ experience in superintending men. His grandfather was one of the pioneer farmers in this state. He is agreeable in looks³⁴⁰ and has good self-control. I am inclined to think you would do well to talk the matter over with³⁶⁰ him.

Yours truly, (363)

Drills on Chapter XI

Dear Madam:

We suppose, of course, that you will subscribe to Staley's Journals when your subscription expires in April. But²⁰ Staley's will be such a treasure house of inspiration and pleasure during the ensuing twelve months that we must describe⁴⁰ some of the best features.

The children will be more impatient than ever for Staley's because they will have their⁶⁰ usual expectation of stories of superior composition and now, also, pictures of the creatures of the forest and stream in⁸⁰ their native pastures and in colors almost equal to those of nature. This is a new departure, but we continually¹⁰⁰ aspire to give the best, no matter what the expenditure.

If household efficiency is what you wish, you can consult¹²⁰ Miss King's pages. Her reputation as a leader in this field is beyond dispute. These pages are so comprehensive that¹⁴⁰ you can be assured of help in any home emergency.

The pressure of modern life leaves little leisure time for¹⁶⁰ self-improvement at one's disposal. Knowing this, Staley's has secured lecturers and experts who write each month on transpiring events.¹⁸⁰

You should renew your subscription at Walker's Agency today.

Yours truly,

Dear Sirs:

As Chairman of the Board of Managers²⁰⁰ of The Elliott Manufacturing Company, I want to get information about suitable investments for Sinking Funds. Since yours is the²²⁰ most reliable bond and mortgage company in the city, I want you to give me the market prices on the²⁴⁰ leading railway stocks, such as Michigan Central, Northern Pacific, and New York Central. This may develop into a good-sized²⁶⁰ account for you.

Yours truly,

Dear Sir:

We have your telegram as follows: "Please ship C. O. D. twenty-five²⁸⁰ number forty-seven electric motors *via* the Union Pacific." These were billed to you today at the current market price.³⁰⁰ Your selling price should be 40 per cent higher.

We also enclose price list and order blank as requested and³²⁰ we assure you we shall give your orders our best attention.

Yours truly, (333)

Drills on Chapter XII

The origin of our state names is suggestive not only of our national development, but likewise of our love for²⁰ American traditions.

Three are of French origin—Maine, named after a French province; Vermont, Green Mountain; and Louisiana, named by⁴⁰ La Salle for King Louis XIV of France.

Eleven are of English origin—New York, named after the Duke of⁶⁰ York, who later became James II; New Jersey, named for the largest island in the English Channel; New Hampshire, named⁸⁰ for the county of Hampshire in England; Delaware, named for Lord De la Warr; Pennsylvania, Penn's Woods; Virginia, named by¹⁰⁰ Sir Walter Raleigh in honor of Queen Elizabeth; West Virginia, the part of Virginia that would not secede; North Carolina¹²⁰ and South Carolina, first named by the French, who took possession in the name of Charles IX, and later called¹⁴⁰ Carolina by Charles II of England in honor of himself; Maryland, named after Queen Henrietta Maria, the French wife of¹⁶⁰ the English king Charles I; Georgia, named for George II.

Twenty-nine are of Indian origin—Alabama, An Open Way;¹⁸⁰ Arizona, Arid Zone; Arkansas, named for arkansite, a metal which was early discovered within the territory; Colorado, named for the²⁰⁰ river, which was named for a famous White River chief of the Utes; Connecticut, Long River of the Pines; Idaho,²²⁰ Gem of the Mountains; Illinois, We Are Men; Indiana, The Home of the Indian; Iowa, meaning "Here is the spot²⁴⁰ to dwell in peace amid wild, unbounded hunting grounds"; Kansas, People of the South Wind; Kentucky, The River of Blood;²⁶⁰ Massachusetts, Great Hills; Michigan, Great Water; Minnesota, Cloudy Waters; Missouri, Muddy Waters; Nebraska, A Broad Shallow River; Nevada, Snow White;²⁸⁰ New Mexico, named

for the Aztec god of War; North Dakota and South Dakota, Friends; Ohio, White with Froth; Oklahoma,³⁰⁰ Home for All the Indians; Oregon, Gentle Flowing Water; Tennessee, Bend in the River; Texas, We Are Friends; Utah, named³²⁰ for the Utes, a tribe of Indians; Wisconsin, Wild Rushing River; Wyoming, Plains and Meadows. (335)

Business Letters

(From "Rational Dictation," Part II, page 174, letter 246)

Mr. Harry J. Keller
437 Main Street
Poughkeepsie, New York

Dear Sir:

If you feel as good²⁰ about your recent Food-Nut Day as did Mr. Adams at its close, there is no doubt as to its⁴⁰ success.

Thank you for the whole-hearted way the members of your organization took hold. It was their work that⁶⁰ made the day successful, not that of our salesman.

Selling things to the people who eat them is your daily⁸⁰ job. Ours is so to make and so to package Food-Nut products that they will be readily accepted by¹⁰⁰ your customers at a word from you and when given favorable display.

We cannot expect every day will be Food-¹²⁰ Nut Day with you and our products given the right of way over everything else; but we do know Food-¹⁴⁰ Nut products are everyday sellers. Your business on them should be stimulated because of the special efforts recently made. It¹⁶⁰ will, therefore, pay you to keep Food-Nut products prominently displayed several weeks ahead as reminders to your customers who¹⁸⁰ may have become acquainted with them the first time on Food-Nut Day.

Whenever traveling our way drop in at²⁰⁰ our town, both to see Food-Nut products manufactured and to become personally acquainted with the people behind the products.²²⁰

Please accept our sincere wishes for continued success in all of your work.

Yours very truly, (236)

"As Their Creator Made Them"

By James H. Collins

In "Business," October, 1927

Last fall, out in the Golden West, just as the apple growers in a certain section were packing their fruit²⁰ for market, a crisis arose. It was a chemical crisis, threatening a financial loss of millions of dollars. That is⁴⁰ why an emergency call went out to my friend Arthur, a consulting chemist.

A problem such as this requires much⁶⁰ checking and rechecking. Chemistry consists largely of measurements, although most persons still think of it as drugs.

One of Arthur's⁸⁰ first requests was that he

be sent one apple out of every box packed in that district. Someone would have¹⁰⁰ to tour the packing sheds, pluck one apple from every box, put the apple in a little basket, write the¹²⁰ number of the grower on a slip, for identification, and bring the basket to Arthur's improvised laboratory.

Nothing, apparently, could¹⁴⁰ be easier or more simple. Obviously the logical persons to do this sampling were the husky truckmen who wheeled the¹⁶⁰ apples away after they had been packed. Arthur gave each trucker a little basket and the necessary instructions and then¹⁸⁰ turned his attention to other details.

Within two days every truckman had gone to the superintendent and threatened to quit²⁰⁰ his job. In every instance the superintendent got the same complaint. "What is wrong?" he'd ask. "Don't you get good²²⁰ pay?"

"Oh, yeah," the trucker would reply, "I ain't kicking about the pay, and I don't mind wheeling a truck."²⁴⁰

"Well then, why do you want to quit?"

"Well, it's taking them apples out of the boxes and putting them²⁶⁰ in that little basket. That's too hard. It worries me."

What he really meant, of course, was that an unfamiliar²⁸⁰ task placed too great a strain on his thinking apparatus. He had hired out to push a truck, not to³⁰⁰ use his head.

So Arthur had to round up half a dozen school children. He gave each of them one³²⁰ of the little baskets and painted a vivid word picture of the crisis in the apple crop, and the children³⁴⁰ did the sampling to his entire satisfaction.

Consider the routine worker. What a flood of sympathy is wasted on him³⁶⁰ by literary persons that never have done a day's manual labor themselves, nor tried to boss a gang of truckmen.³⁸⁰ These literary highbrows lament the deadly grind of modern industry and sigh for the good old times when men put⁴⁰⁰ self-expression into their work.

Equally misleading is the doctrine, persistently preached in the business world, that brains and ambition⁴²⁰ will carry anyone to the top, a doctrine illustrated by stories of men that have climbed to the top, the⁴⁴⁰ very top of big affairs, from the humblest beginnings. And it is true that you can't keep a good man⁴⁶⁰ down. Twenty years ago it was easy to name the presidents of the country's large corporations. Today many of them⁴⁸⁰ are unknown, because the number of corporations has multiplied amazingly and younger men have risen high without attracting public attention.⁵⁰⁰

"From Bootblack to Bank President" not only is possible, but easier now, as far as opportunities are concerned, than ever⁵²⁰ before. I recently met a corporation treasurer who started his business career five years ago as night watchman for a⁵⁴⁰ manufacturing concern then but five years old. He studied hard, and by close application rose to his present job.

There⁵⁶⁰ is nothing wrong with the success stories except this—that not more than one worker in a hundred, in the⁵⁸⁰ business world, wants to pay the price of success.

And the good old days that many writers

lament, the days⁶⁰⁰ of individuality, self-expression, interest in the job, and so on, in my opinion never existed, at least not to⁶²⁰ a greater extent than now. The routine worker of those days dug ditches with a shovel, nailed boards with a⁶⁴⁰ hammer, walked hundreds of miles behind a plow. He would be elated at the routine jobs open to him today.⁶⁶⁰ Driving a motor truck, or operating a modern machine in a factory or an office would please him as much⁶⁸⁰ as it pleases the routine worker of today who holds down and actually cherishes that sort of a job.

The⁷⁰⁰ modern business army is not made up entirely of generals and staff officers. But there is a tremendous and constant expansion⁷²⁰ in the ranks. Year after year business needs more regiments, divisions and armies of checkers, tellers, drivers, clerks, operators, inspectors,⁷⁴⁰ and what not—enlisted men, from privates to top sergeants. And to the employment manager comes an overwhelming proportion of⁷⁶⁰ rookies that aspire to nothing higher, display no desire to assume the responsibilities of a commissioned officer.

It is interesting⁷⁸⁰ to observe how the enlisted personnel of business is recruited and maintained.

Many a business man, when his enterprise grows⁸⁰⁰ to the point where he must build an organization, becomes discouraged. While his business is small, and he and his⁸²⁰ small group of personal assistants work long hours, it is fun. But when he has to replace these assistants with⁸⁴⁰ departments, the fun seems to disappear and he meets trouble.

"Why shouldn't I look glum?" exclaimed a merchant. "Troubles! Troubles!⁸⁶⁰ Troubles! Nothing but troubles!"

"Why, Sam!" said his friend. "You? Troubles? You, a wealthy man, and with three fine sons⁸⁸⁰ to help you in your business. How come?"

"Oh, I get down to the store in the morning, and nothing⁹⁰⁰ is done. The boys aren't there yet, the goods aren't dusted, the store isn't swept."

"What time do you get⁹²⁰ there?"

"At eight o'clock as I've always done."

"But," asked his friend, "why do you come to the store so⁹⁴⁰ early? If you'd get down later you wouldn't know about all this."

When employers interview the rookies that apply for⁹⁶⁰ the new jobs created by growth, the experience is disheartening.

"What time do you start in the morning?" asks the⁹⁸⁰ rookie, cautiously. "And what does the job pay? How soon could I expect a raise?"

Most discouraging to business executives¹⁰⁰⁰ is the process of bringing into their organizations their sons, fresh from college and expecting nothing less than private offices¹⁰²⁰ and secretaries—it was all right for dad to begin at the bottom but nowadays times are different.

Many big¹⁰⁴⁰ organizations take on employees just as the Creator made them, place them at routine tasks, keep them happy, render service¹⁰⁶⁰ to the public, and pay dividends to their stockholders.

Consider the telephone companies, the banks,

the railroads, the great insurance¹⁰⁸⁰ organizations, and mercantile establishments, the manufacturing organizations. We are told that the personnel of a certain concern has increased so¹¹⁰⁰ many thousand persons in the last five or ten years. The well-known generals and *aides-de-camp* are backed¹¹²⁰ by an efficient, loyal army; and that army is made up of the common stuff that comes to every employment¹¹⁴⁰ office.

How is it done? Can a smaller employer do it?

Several years ago the president of a telephone company¹¹⁶⁰ told me a story. In the most aristocratic district of an Eastern city there was a man that took great¹¹⁸⁰ pride in his family, in his position, and in his wealth. In his own opinion he was about the finest¹²⁰⁰ specimen of humanity in his home town. And he really was a popular clubman, a trustee for various public institutions,¹²²⁰ and so on. He was tremendously aware of his own importance, and painfully dignified.

Imagine what happened, then, when a¹²⁴⁰ certain issue of the local telephone directory listed him as a veterinary surgeon. His name, address, and telephone number were¹²⁶⁰ correct, but following his name, instead of "res," there appeared the abbreviation "vet sur." And for six months, until the¹²⁸⁰ appearance of a new directory, he explained to telephone callers that it was all a mistake and that he knew¹³⁰⁰ nothing about the ailments of horses and dogs.

In relating the incident to me later the president of the telephone¹³²⁰ company was not angry. "Someone," he said, "simply was blind for five seconds. Preparing a telephone directory is a routine¹³⁴⁰ job, and we keep it as free as possible of any necessity for thought or initiative. Every entry is checked¹³⁶⁰ and rechecked a dozen times to eliminate the possibility of errors. Someone in the organization just had a blind interval,¹³⁸⁰ during which he saw nothing, and that error was the result."

The remedy was a change in the system. The¹⁴⁰⁰ telephone executive didn't intimate that clerks no longer were as efficient as they had been. He didn't denounce the present¹⁴²⁰ generation, nor did he complain that people were degenerating. By training, he is an engineer. His company has measured people¹⁴⁴⁰ just as it measures materials, and he knows that, strictly as a matter of measurement, people are not deteriorating. Nor¹⁴⁶⁰ are they growing much better. Exceptional individuals seem to be capable of exceptional accomplishments, but the vast mass of humanity¹⁴⁸⁰ still must be taken "as is." The "blind spot" responsible for the error in the telephone directory could be traced,¹⁵⁰⁰ perhaps, to some young man's momentary reflection on the ball game, or to a girl's anticipation of a coming party.¹⁵²⁰

This much about humans is certain—most of them find many activities more interesting than work. Girls usually are more¹⁶⁴⁰ interested in dresses and social affairs; a man may find sports more alluring than the responsibilities of a foremanship. The¹⁶⁶⁰ remarkable rise of the president of the company interests them, not as an inspiration for their

own advancement, but as¹⁶⁸⁰ material for their imagination. They like to think of what they could do with all their employer's money.

Ask the¹⁶⁰⁰ man how he'd like to be president of the company and he, very likely, would say, "Fine! if it didn't¹⁶²⁰ interfere with me playing on the ball team."

(To be concluded next month)

Key to the March O. G. A. Test

The bank of rich and wholesome experience pays a very large interest. It will be profitable, therefore, for everybody to²⁰ deposit as much as can be spared every week in this great bank.

To keep in constant touch with the⁴⁰ best that is living and moving in the world, will give new ideas, new mental life, greater ambition, greater mental⁶⁰ power, increased ability and capacity, and will, in consequence, increase the earning capacity of the individual. It will also increase⁸⁰ the joy of living, and make every individual life more thoroughly worthwhile.

With this thought in mind, let us be¹⁰⁰ on the alert to make contacts that will be productive of the greatest good. What is making the most of¹²⁰ our lives but making the most of our time, capacity, and associations? (132)

260-Words-a-Minute Championship—Jury Charge

(Continued from the April issue)

—show, not only that he received the injuries, but that he in no wise contributed to the result. If⁴⁰⁰ he in any way acted as an imprudent person would have acted under the circumstances, or if he in the⁴⁸⁰ slightest degree contributed to the result, he cannot recover, and your verdict should be for the defendant.

The jury is⁵⁰⁰ further instructed that ordinary care is that degree of care which persons of ordinary care and prudence are accustomed to⁵²⁰ observe under similar circumstances. Ordinary care as applied to the defendant in this case would be such care as persons⁵⁴⁰ of ordinary care and prudence would exercise, having in mind the business they are conducting, and the circumstances as disclosed⁵⁶⁰ by the evidence in this case.

You are further instructed that ordinary care as applied to the plaintiff in this⁵⁸⁰ case would be such care and prudence as an ordinarily prudent person would exercise under the facts and circumstances as⁶⁰⁰ shown by the evidence in this case.

The jury is further instructed that negligence is never presumed. On the contrary,⁶²⁰ both parties are presumed to have performed their respective duties, and negligence of either of them is not to be⁶⁴⁰ inferred from the mere happening of an accident. For that reason the burden of proof is upon the one⁶⁶⁰ who

has asserted that there was no negligence to establish that negligence by a preponderance of the evidence. That is,⁶⁸⁰ the burden is upon the plaintiff in this case to establish by a preponderance of the evidence that the defendant⁷⁰⁰ was negligent in one or both of the matters specified. The burden is upon the defendant to show that the⁷²⁰ plaintiff was guilty of contributory negligence unless the testimony introduced by the plaintiff on behalf of the plaintiff raises the⁷⁴⁰ inference, or presumption, that the plaintiff was not exercising ordinary care for his own safety at the time, and if⁷⁶⁰ the testimony received is such as to raise the inference that he was not exercising ordinary care for his own⁷⁸⁰ safety, then the burden is upon the plaintiff to remove that presumption.

By preponderance of the evidence is meant the⁸⁰⁰ greater weight of the evidence. It does not necessarily mean that one side has more witnesses than the other. It⁸²⁰ simply means that when you ladies and gentlemen of the jury weigh and consider all of the evidence in this⁸⁴⁰ case you must decide whether or not the evidence does in fact preponderate in favor of the claim of the⁸⁶⁰ party upon whom the burden is cast. If it does, then that party is said to have established his claim⁸⁸⁰ by a preponderance of the evidence. If it is equally balanced, then that party—

(To be concluded next month)

Short Stories in Shorthand

Clever Girl

Dora: Is Carrie really as dumb as she looks, or is it only a pose?

Nora: She really is—but²⁰ she pretends it's a pose. (25)

Distinction Without a Difference

"Do you have much variety at your boarding house?"

"Well, we have three different names for the meals." (18)

Undue Credit

Salesman: No, you can't fool me. Do you think I've been riding in sleepers all my life for nothing?

Ticket²⁰ Agent: I shouldn't be surprised. (25)

No Way Out

In Washington they tell the story of a golfing clergyman who had been beaten badly on the links by a²⁰ parishioner thirty years his senior, and had returned to the clubhouse rather disgruntled.

"Cheer up," his opponent said. "Remember, you⁴⁰ win at the finish. You'll probably be burying me some day."

"Even then," said the preacher, "it will be your⁶⁰ hole." (61)

Going Up?

An auctioneer who had been whispering excitedly to a man in the audience held up a hand for silence.

"I²⁰ wish to announce," he said, "that a gentleman has had the misfortune to lose a wallet containing five hundred dollars.⁴⁰ He tells me that a reward of twenty-five dollars will be given to any one returning it."

After a⁶⁰ silence a man in the crowd shouted, "I'll give thirty dollars." (71)

Man the Life Boat!

Old Lady: Dear me, have you any aspirin? I feel another one of my sinking spells coming on. (18)



Transcription Tests Available

(Concluded from page 363)

suggest that teachers postpone presenting it until August, in order to give the students as much time for practice as possible. The next succeeding medal test will not be mailed until November. The next Junior test will be mailed October first. With the exception of the bronze medal test, a special committee must be organized to conduct the medal tests, as explained in the Credentials Booklet. Positively no tests other than those just mentioned can be had during the summer.



O. A. T. Certificate Winners

CAN you show pupils your certificate as an incentive to win for themselves the various Gregg Writer credentials? These teachers recently won O. A. T. membership:

Helen E. Carpenter, Box 475, Rowley, Iowa
Sister St. Samuel Martyr, Notre Dame Academy, Waterbury, Connecticut
Clara E. Richter, Justus Business School, Jefferson City, Missouri
Dorothy Worth, Kent High School, Kent, Washington
Glenn O. Outland, McArthur-Huntsville Schools, Huntsville, Ohio
Mrs. Betty K. du Guay, Campbellton High School, Campbellton, New Brunswick
Sister M. Rose, St. Mary's Academy, Nauvoo, Illinois
Mrs. Golda Winn, Banner County High School, Harrisburg, Nebraska
Mary E. Armstrong, Tranquillity Union High School, Tranquillity, California
Brother Andrian Lewis, F. S. C., La Salle Academy, New York, N. Y.
Marie C. Caspar, Belvidere High School, Belvidere, New Jersey
Sister Mary Paul, O. S. F., St. Mary's School, Salem, South Dakota
Minnie A. Wendtland, Mankato Commercial College, Mankato, Minnesota
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Another Triumph

for the

Gregg Official Fountain Pen

THE Anniversary Edition of Graded Readings, which has just come from the press, contains some of the most beautiful and artistic shorthand that has appeared in any shorthand publication. Every word of the original copy from which the pages of the book were photographed was written with a Gregg Official Fountain Pen.

The Gregg Official Fountain Pen had already proved its merit as a practical instrument, as shown by the fact that it is used and endorsed by the permanent holder of the World's Championship Shorthand Trophy, Martin J. Dupraw, as well as by a former title holder, Albert Schneider. With the publication of this book, it has proved its value to the artistic writer.

If you want to improve your own shorthand penmanship, use this pen, which is so perfectly balanced that it helps you to write beautiful, legible shorthand notes; whose nib is so carefully made that it helps you to make that smooth even line which is one of the signs of an artistic and expert shorthand writer.

You can obtain a pen identical with the one used for the writing of Graded Readings by sending \$3.50 to The Gregg Writer, 16 West 47 Street, New York, N. Y.

If you want some of these pens for your pupils, you may deduct a discount of 20% if you order and remit for four or more pens at the one time.

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IDENTIFY YOUR EVERSHARP
by the Gregg Emblem
on its cap.

Enclosed you will find \$.....for which please send me.....Gregg Official Fountain Pens which you guarantee to be the same as that used in writing the original shorthand plates for Graded Readings in Gregg Shorthand, and the same as that recommended by Mr. Dupraw and Mr. Schneider. (Price of one pen, \$3.50. Price of four or more pens when order and remittance are sent at one time, \$2.80 each, net.)

Name

School

Street

City State.....



Eastern Commercial Teachers Gathered at the Hotel Pennsylvania for the Association Banquet
(See report on page 381)